STARK COUNTY CUSD #100 TEACHER PERFORMANCE EVALUATION PLAN

DEFINITIONS

"**Formal observation**" means a specific window of time that is scheduled with the teacher, for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school.

"**Informal observation**" means observations of a teacher by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

"**Performance evaluation plan**" means a plan to evaluate a teacher that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of the School Code.

"**Formative observation instrument**" is a tool used by the evaluator, approved by the district, and aligned with the Illinois Professional Teaching Standards. The evaluator will use this tool to provide feedback to the teacher following a formal observation. The formative observation instrument will <u>not</u> be used by the evaluator to provide the teacher with a formative evaluation rating, but rather, to provide feedback which may be used in the development of the teacher's final summative evaluation rating.

"**Summative Evaluation Instrument**" is a tool used by the qualified evaluator, approved by the district, and aligned with the Illinois Professional Teaching Standards. This instrument will be used to provide the teacher with his/her final performance evaluation rating.

"**Performance evaluation rating**" means the final rating of a teacher's performance, using the rating levels outlined and required within the plan, and includes consideration of both data and indicators of student growth, and professional practice.

"**Qualified Evaluator**" shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under the School Code.

"**Teacher**" means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code. "Teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, non-teaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.

"**Measurement model**" is the process in which two or more assessment scores are analyzed to identify a change in students' skills or knowledge over time.

"**Type 1 assessment**" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

"**Type 2 assessment**" means any assessment developed or adopted and approved for use by the school district and intended to be used on a district-wide basis by all teachers in a given grade, course or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

"**Type 3 assessment**" means any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III.

"**Student growth**" means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

"**Student growth expectation**" means the outcome that students are expected to achieve by the end of the instructional period and includes consideration of a starting level of achievement already acquired and determination of an ending goal for the level of achievement to be reached.

PLAN COMPONENTS

This plan provides for an evaluation at least once every two years of each teacher in contractual continued service (i.e., tenured); however, a tenured teacher who has obtained a "needs improvement" or "unsatisfactory" rating on the previous year's evaluation shall be evaluated in the next school year after receiving that rating. (See Section 24A-5of the School Code.)

This plan provides for an evaluation at least once every year of each teacher not in contractual continued service (i.e., non-tenured)

PLAN NOTIFICATION

At the start of the school term (i.e., the first day students are required to be in attendance) the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

The written notice shall include: 1) a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating; 2) a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory" as set forth in Sections 24A-5(e) and 34-85c of the School Code; and 3) a summary of the district's procedures related to the provision of professional development in the event a teacher receives a "needs improvement" or remediation in the event a teacher receives an "unsatisfactory" rating to include evaluation tools to be used during the remediation period.

- The written notice shall include an example of the evaluation tools to be used during the remediation period. Any professional development provided as part of a professional development or remediation plan under Section 24A-5 of the School Code shall align to Standards for Professional Learning.

STARK COUNTY CUSD #100 TEACHER PERFORMANCE EVALUATION PLAN

STUDENT GROWTH COMPONENTS

Data and indicators on student growth will account for 30% of a teacher's summative performance rating.

Examples of two types of assessments for evaluating each category of teacher are listed below. Note - these are only examples and are subject to change.:

Name	Grade levels	Category #1	Category #2	Type 2	Type 2 test	Type 3	Type 3 Test
Kindergarten Teacher	K	Elementary Teacher		1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
1st Grade Teacher	1	Elementary Teacher		1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
2nd Grade Teacher	2	Elementary Teacher		1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
3rd Grade Teacher	3	Elementary Teacher		1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
4th Grade Teacher	4	Elementary Teacher		1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
5th Grade Teacher	5	Elementary Teacher		1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
Special Educ Teacher	K-5	Elementary Teacher	Special Educ	1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
Special Educ Teacher	6th - 8th	JH Teacher	Special Educ	1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
Special Educ Teacher	9th - 12th	HS Teacher	Special Educ	1	Common Assessment - Sem Exam	1	Units at least 10 school days in length
PE Teacher	K-5	Elementary Teacher	PE			2	Units at least 10 school days in length
PE Teacher	6th - 8th	JH Teacher	PE			2	Units at least 10 school days in length
PE Teacher	9th - 12th	HS Teacher	PE			2	Units at least 10 school days in length
PE/Health Teacher	9th - 12th	HS Teacher	PE			2	Units at least 10 school days in length
Music Teacher	K-5	Elementary Teacher	Music			2	Units at least 10 school days in length
Music Teacher	6th -12th	JH & HS Teacher	Music			2	Units at least 10 school days in length
Art Teacher	K-8	Elementary & JH Teacher	Art			2	Units at least 10 school days in length
Art Teacher	9th - 12th	HS Teacher	Art			2	Units at least 10 school days in length
RTI Teacher	K-5	Elementary Teacher	RTI	1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
English Teacher	6th - 8th	JH Teacher	English	1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
English Teacher	9th - 12th	HS Teacher	English	1	Common Assessment - Sem Exam	1	Units at least 10 school days in length
Math Teacher	6th - 8th	JH Teacher	Math	1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
Math Teacher	9th - 12th	HS Teacher	Math	1	Common Assessment - Sem Exam	1	Units at least 10 school days in length
Science Teacher	6th - 8th	JH Teacher	Science	1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
Science Teacher	9th - 12th	HS Teacher	Science	1	Common Assessment - Sem Exam	1	Units at least 10 school days in length
Social Studies Teacher	6th - 8th	JH Teacher	Social St	1	AIMSweb - 1 subtest teacher choice	1	Units at least 10 school days in length
Social Studies Teacher	9th - 12th	HS Teacher	Social St	1	Common Assessment - Sem Exam	1	Units at least 10 school days in length
CTE Teacher	9th - 12th	HS Teacher	CTE			2	Units at least 10 school days in length
Health	7th	JH Teacher	Health			2	Units at least 10 school days in length
Librarian	6th -12th					2	Units at least 10 school days in length
Foreign Language	9th-12th	HS Teacher		1	Common Assessment - Sem Exam	1	Unit at least 10 school days in length

District 100 will use a "simple growth" measurement model to determine student growth for each assessment chosen. For the purposes of this evaluation plan, simple growth is defined as the mean increase in student or students' scores between two assessments (a pre-test and a post-test) over two points in time.

This plan requires the use of at least one Type I or Type II assessment and at least one Type III assessment.

The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher. The specific list of assessments will not be part of this plan.

At least one Type III assessment shall be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that two Type III assessments be used.

The general nature of any Type III assessment chosen may include a) teacher-created assessments, b) assessments designed by textbook publishers, c) student work samples or portfolios, d) assessments of student performance, and e) assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area in a school. (No more than one performance-based assessment may be utilized by any teacher.)

The qualified evaluator and teacher will identify a Type III assessment to be used based upon a) the most accurate available measure of student growth and b) the best interests of the student(s). Type III assessments will be expected to:
- Align to one or more state standards
- Cover a significant unit or topic
- Contain a variety of levels of questions including some that require students to engage in higher order thinking
- Be written clearly and concisely
- Include a scoring method or rubric for any open-ended or performance-based questions
- Include a pre-test and post-test that are comparable in content and length

If the qualified evaluator and teacher cannot agree on a specific Type III assessment, the qualified evaluator will make the final determination.

GROWTH EXPECTATIONS

The qualified evaluator and teacher will identify and agree upon a student growth expectation for each assessment. The student growth expectation is considered to be the percent of expected increase/change in mean scores for a student, or a group of students, between a pre-test and post-test. If the qualified evaluator and teacher cannot agree on a growth expectation, the qualified evaluator will make the final determination.

TIMELINES

For the purposes of this evaluation plan, the assessment period used by a teacher to administer a pre-test and a post-test for a given assessment should be no less than 10 school days in length. "Pre-tests" may begin as soon as the first day of a given school year. "Post-tests" must be administered no later than Jan. 20 of the same school year. If the qualified evaluator and teacher cannot agree on a length of an assessment period, the qualified evaluator will make the final determination.

MIDPOINT DATA COLLECTION

At the midpoint of each evaluation cycle the teacher will collect data specific to student learning. This data shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance. The data the teacher collects shall not be used to determine the performance evaluation rating. The teacher should use the data to assess his or her progress and adjust instruction, if necessary.

STUDENT CHARACTERISTICS

The joint committee has determined that for the purposes of this plan, certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be taken into consideration by the teacher and the qualified evaluator to ensure that they best measure the impact that a teacher, school and school district have on students' academic achievement. The qualified evaluator and the teacher will reach agreement on both the participation of students with such characteristics, and growth expectations for students with such characteristics, with respect to approved assessments. If the qualified evaluator and teacher cannot reach agreement, the qualified evaluator will make the final determination.

PROFESSIONAL PRACTICE

In order to assess the quality of the teacher's professional practice, the evaluation plan includes an instructional framework (The Danielson Frameworks) that is based upon research regarding effective instruction; addresses planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24).

The Danielson Frameworks align to the roles and responsibilities of each teacher who is being evaluated, and is broken down into four domains. (see below)

The evaluation plan contains the rubric to be used in rating professional practice that aligns to the Danielson Frameworks. The teacher's final professional practice rating will be calculated using the following percentages:

Domain 1:	Planning and Preparation	20%
Domain 2:	Classroom Environment	20%
Domain 3:	Instruction	40%
Domain 4:	Professional Responsibilities	20%
Total:		100%

- For each component within a domain the teacher will receive a rating of unsatisfactory (U), needs improvement (NI), proficient (P) or excellent (E). For the purposes of calculating a rating for each domain, the following criteria will be used:

  (U) = 1.0   (NI) = 2.0   (P) = 3.0   (E) = 4.0

- The mean rating average will be calculated for each domain by dividing the total points awarded by the number of components in that domain.

- Once a rating for each domain is determined and multiplied by the corresponding percentages described above, the domain rating scores will be totaled. The table below outlines the numerical requirements for each final rating:

Excellent	3.60 - 4.000

Proficient	2.80 – 3.599
Needs Improvement	1.90 – 2.799
Unsatisfactory	1.00 – 1.899

<u>BELOW IS AN EXAMPLE OF HOW THIS MIGHT WORK:</u>

If Teacher A receives the following ratings for Domain 1,

Component 1a: E   4.0
Component 1b: P   3.0
Component 1c: NI   2.0
Component 1d: E   4.0
Component 1e: E   4.0
Component 1f: P   3.0
Total: 20.0/6 = 3.33

He/she would receive a 3.33 rating for Domain 1.

<u>EXAMPLE CONTINUED</u>:

If a teacher received the following mean ratings, for each of the four domains:

Domain 1:   3.33 x 20% = .666
Domain 2:   3.00 x 20% = .600
Domain 3:   3.50 x 40% = 1.400
Domain 4:   2.66 x 20% = .532
Total: 3.198

His/her total of 3.198 would determine 70% of the teacher's final summative evaluation rating.

If, for example, the same teacher's final student growth rating is 3.0, then the teacher's final summative evaluation rating would be:

(Professional Practice Rating x 70%)   +   (Student Growth Rating x 30%)

(3.198 x .70)   +   (3.000 x .30)

2.2386   +   0.9000   =   3.1386 (Proficient)

This evaluation plan considers the teacher's attendance and his or her competency in the subject matter taught, and specifies the teacher's strengths and weaknesses and the reasons for identifying the areas as such.

OBSERVATIONS

Evidence of professional practice may be collected through the use of multiple observations that include formal and informal observations. A formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the

following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period.

- The qualified evaluator may designate another person to conduct the observation in situations in which he or she cannot complete all of the observations, or the observations cannot be completed in a timely manner, provided the individual so designated is a qualified evaluator.

- For each tenured teacher who received either an "excellent" or "proficient" performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the cycle in which the evaluation is conducted, one of which must be a formal observation.

- For each tenured teacher who received a "needs improvement" or "unsatisfactory" performance evaluation rating in his or her last performance evaluation, a minimum of two observations shall be required in the school year immediately following the year in which the "needs improvement" or "unsatisfactory" rating was assigned, of which at least one must be a formal observation.

- For each non-tenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.

- Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

- In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for the instruction, as determined by the evaluator, that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the qualified evaluator should focus during the observation.

- The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.

- Following a formal observation, the qualified evaluator shall meet with the teacher within (10) school days to discuss the evidence collected about the teacher's professional practice. The qualified evaluator shall provide feedback following a formal observation to the teacher in writing (electronic or paper).

- After feedback from the formal observation has been discussed, both the teacher and the evaluator will sign and date a formative observation instrument. Note: The teacher's signature does not denote concurrence with the evaluator's assessment, but rather signifies awareness of the content.

- If a teacher believes that feedback from a formal observation is incomplete, inaccurate or unjust, the teacher may place any objection or rebuttal in writing and have that attached to the formative observation instrument.

- Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper).

- Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

- The qualified evaluator shall provide feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding a formal observation.

- Collected evidence may include a) artifacts, documents or data requested from the teacher by the evaluator; b) artifacts, documents or data provided by the teacher to the evaluator, or c) artifacts, documents, data or records collected by the evaluator on his/her own. The evaluator will determine which evidence is used in determining a final performance rating.

- If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving either a "needs improvement" or "unsatisfactory" performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.

- The teacher shall work with the qualified evaluator to identify areas for improvement.

- Any evidence collected during a formal observation shall be consistent with the rubric. The qualified evaluator shall share with the teacher any evidence collected and judgments made about the evidence during the conference held following the observation.

- Prior to the end of the school year in which a teacher is being evaluated, and after all formal and informal observations and post-observation conferences have taken place, the qualified evaluator will meet with the teacher and provide the teacher with a summative evaluation instrument containing a final performance evaluation rating.

- After the final performance rating has been discussed, both the teacher and the evaluator will sign and date the summative evaluation instrument. Note: The teacher's signature does not denote concurrence with the evaluator's assessment, but rather signifies awareness of the content.

- If a teacher believes that feedback from a summative evaluation instrument is incomplete, inaccurate or unjust, the teacher may place any objection or rebuttal in writing and have that attached to the summative evaluation instrument. Copies of the summative evaluation instrument and attachments will be provided to the teacher and placed in the teacher's personnel file.

ATTACHMENTS: (Some attachments below may be available from your principal in electronic form.)

B- Observation Request Form

C- Pre-Observation Conference Questions

D - Lesson Plan Template

F- Post Observation Reflection

G - Formative Observation Rubric

H - Summative Evaluation Rubric

I - Procedures Related to the Provision of Professional Development Relating to a Rating of Needs Improvement

J-Procedures Related to Provision of Remediation Relating to a Rating of Unsatisfactory

Attachment B

If you are scheduled for evaluation, please complete the request form below and return it to your evaluator immediately. Your evaluation will be scheduled, and the form will be returned with a pre-conference, observation and post conference date.

Observation Request Form	
Teacher:	Date Submitted:
Grade:	Observation Date Requested:
Subject to be observed:	Class start / finish time:
I have read the evaluation plan. ____ YES ____ NO	
Teacher signature:	
For Office Use- provide copy for teacher	
Pre-conference Date / Time:	
Observation Date & Time:	
Post Conference date / Time:	
Evaluator's Signature:	
Date:	

Stark County C.U.S.D. #100
Pre-Observation Conference Questions

The Pre-Observation Conference Form provides information about the teacher's lesson to the principal before the classroom observation takes place. It also guides the pre-observation conversation between the principal and teacher so the principal can understand the lesson that will be observed during the observation time period. It does NOT replace the overall lesson plan. This form is to be completed by the teacher AFTER the pre-observation conference is scheduled, BUT BEFORE the conference takes place. Once completed, it is submitted in Evaluwise to the principal so he/she can review it before the pre-observation conference meeting. The teacher should also upload into Evaluwise his/her lesson plans, and any materials (e.g. hand-outs, assessments) related to the lesson that he/she would like to share with the principal before the classroom observation.

Teacher Name:	School Name:
Observer Name:	Subject To be Observed:
Grade Level:	Pre-conference Date /Time:
Observation Date / Time:	Post conference Date:

Danielson Component(s)	Question	Teacher Response
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction)	1. How does this lesson relate to the Common Core State Standards for College and Career Readiness, including the ELA Standards for Science, Social Studies, and Technical Subjects; Standards for Technology Literacy; Next Generation Science Standards, or other national standards as appropriate?	
1a: Demonstrating Knowledge of Content and Pedagogy, 1c: Setting Instructional Objectives)	2. How did analysis of classroom student data shape the content of this lesson?	

1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction)	3. What are the learning outcomes for this lesson? What will the students learn and be able to demonstrate?	
1f: Designing Student Assessment)	4. How will student learning be monitored during the lesson? How will the learning outcomes be measured?	
1a: Demonstrating Knowledge of Content and Pedagogy, 1b: Demonstrating Knowledge of Students, 1d: Demonstrating Knowledge of Resources, 1e: Designing Coherent Instruction)	5. How will students be engaged in the learning? Consider strategies for student participation, use of resources, and lesson design, (e.g. individual, small and/or large group instruction.)	
1b: Demonstrating Knowledge of Students, Component 1e: Designing Coherent Instruction	6. Briefly describe the students participating in this lesson. Describe any unique or special needs. How will instruction be differentiated to meet all student needs?	

Attachment F

Stark County C.U.S.D #100
Post Observation Reflection
(To be discussed during post conference)

Teacher Name:	Observer Name:
Post Conference Date / Time:	**Instructions:** Please bring student work from the lesson, assessments and any artifacts requested by your evaluator. Be prepared to discuss the following questions…

General Reflection
1. Overall, how do you think the lesson went and why? What would you change if you taught it again?
2. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?

Quality Instruction
3. (Engagement) How did the strategies you used engage students?
4. (Guided and Independent Instruction) How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?
5. (Evaluation) How did your assessment help you check for understanding? How do you plan to use the results of the assessment data?
6. (Higher order thinking) What opportunities were provided in the lesson for students to answer questions that encouraged them to think?
7. Did you alter your goals or instructional plan as you taught the lesson? If so, why? In reflection, would you now?

Learning Environment
8. To what extent did the organization of your classroom (room arrangement, materials and your rules and procedures) maximize student learning?
9. Which techniques for maintaining academic focus were most successful? Which techniques were not successful?
10. How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?
11. What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?
12. What specific actions did you take to communicate high expectations for students? How did these impact students learning?
13. How will you change your instructional plan to differentiate for individual student needs?

Attachment G

Certified Staff Formative Evaluation

Stark County C.U.S.D #100

Teacher:_____   Assignment: _____

Evaluator: _____   Subject:_____

Observation Date:_____   Lesson: _____

Domain 1: Planning & Preparation

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.		Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.		Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.		Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	
Comments, Suggestions, Questions								

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.		Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.		Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and		Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	

					attains this knowledge for groups of students.	

Comments, Suggestions, Questions						

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.		Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.		Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.		All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	

Comments, Suggestions, Questions						

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.		Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.		Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.		Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	

Comments, Suggestions, Questions						

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.		Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is		Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant		Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are	

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
		uneven, with most time allocations reasonable.	cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Comments, Suggestions, Questions				

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Comments, Suggestions, Questions				

Domain 2: Classroom Environment

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as

	conflict. Teacher does not deal with disrespectful behavior.	Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Comments, Suggestions, Questions				

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.		The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.		The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.		The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.	
Comments, Suggestions, Questions								

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.		Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.		There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.		Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	
Comments,								

Suggestions, Questions							

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.		Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.		Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.		Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.	
Comments, Suggestions, Questions								

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.		The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.		The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.		The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	
Comments, Suggestions, Questions								

Domain 3: Instruction

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are		Teacher's attempt to explain the instructional purpose has only limited success, and/or		The instructional purpose of the lesson is clearly communicated to		The teacher links the instructional purpose of the lesson to student	

confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Comments, Suggestions, Questions	

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Comments, Suggestions, Questions				

STARK COUNTY CUSD #100 TEACHER PERFORMANCE EVALUATION PLAN

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Comments, Suggestions, Questions				

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts /

						assessments are used regularly to diagnose evidence of learning by individual students.	
Comments, Suggestions, Questions							

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.		Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.		Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.		Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	
Comments, Suggestions, Questions								

Domain 4: Professional Responsibilities

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.		Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.		Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.		Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	
Comments, Suggestions, Questions								
Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.		Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.		Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.		Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and	

			participate in maintaining the records.
Comments, Suggestions, Questions			

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Comments, Suggestions, Questions				

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution..	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Comments, Suggestions, Questions				

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching	Teacher seeks out opportunities for professional development to enhance content knowledge and	Teacher seeks out opportunities for professional development and makes a systematic effort to

supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. Teacher was absent from work for more than 10 days during current school year for reasons other than professional leave.	performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession Teacher was absent from work for 6-10 days during current school year for reasons other than professional leave.	pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators Teacher was absent from work for 3-5 days during current school year for reasons other than professional leave	conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession Teacher was absent from work less than 3 days during current school year for reasons other than professional leave.

Comments, Suggestions, Questions	Please state any extenuating circumstances related to absences greater than six (6) days. Documentation may be required.			

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations		Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.		Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.		Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	
Comments, Suggestions, Questions								

General Comments:

STARK COUNTY CUSD #100 TEACHER PERFORMANCE EVALUATION PLAN

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Signatures: My signature indicates that my evaluator has had a conference with me regarding this observation.

I have received a copy of the completed formative evaluation instrument.

Evaluator: _____ Date: _____ Teacher: _____ Date: _____

TEACHER'S COMMENTS - See attached page for teacher response _____ yes _____ no

Attachment H

Adapted from Charlotte Danielson- Framework for Teaching Proficiency Test Instrument, 2011.

Certified Staff Summative Evaluation

Stark County C.U.S.D #100

Teacher:_____   Assignment: _____

Evaluator: _____   Subject:_____

Observation Date:_____   Lesson: _____

A vital component of the Professional Improvement Program in Stark County CUSD #100 is that of evaluation. The basic premise of the evaluation component is to improve instruction. Based upon the teacher's strengths and weaknesses, the focus of the evaluation will be on the improvement of each individual's teaching performance.

Definitions - Teacher Performance Ratings

Excellent

An excellent teacher is a highly competent professional. Documented observations indicate performance of commendable quality. Multiple strengths in many skill areas are in evidence when teacher performance is related to the Teacher Evaluation Criteria. Any identified weaknesses may be improved without the formal intervention of an administrator.

Proficient

A Proficient teacher is a competent professional. Documented observations indicate that the teacher meets the expectations and requirements of the district. The teacher may need improvement in some specific areas. Identified weaknesses may be improved by the teacher or by implementation of a professional growth plan.

Needs Improvement

A teacher that needs improvement understands expectations and requirements but based on documented observation does not consistently implement the strategies necessary to meet those expectations and requirements. The teacher needs improvement in some specific areas. Identified weaknesses must be improved by the teacher through the implementation of a professional growth plan.

Unsatisfactory

An Unsatisfactory teacher does not meet the expectations and/or requirements of the district. Documented observations indicate significant weaknesses in skill areas when teacher performance is related to the Teacher Evaluation Criteria. Identified weaknesses may require direct intervention by an administrator. If the teacher's performance results in an overall rating of "Unsatisfactory", the

STARK COUNTY CUSD #100 TEACHER PERFORMANCE EVALUATION PLAN

statutory process for teacher remediation will be implemented. Successful remediation of deficiencies and a subsequent overall rating of "Proficient" are necessary to successfully complete the remediation process.

Domain 1: Planning & Preparation

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.		Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.		Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.		Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	
Comments, Suggestions, Questions								

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.		Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.		Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.		Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	
Comments, Suggestions, Questions								

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.		Outcomes represent moderately high expectations and rigor. Some reflect important learning in the		Most outcomes represent rigorous and important learning in the discipline. All the		All outcomes represent rigorous and important learning in the discipline. The	

25

Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Comments, Suggestions, Questions	

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.		Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.		Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.		Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	

Comments, Suggestions, Questions	

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.		Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.		Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.		Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	

Comments, Suggestions, Questions	

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach		Some of the instructional outcomes are assessed through the proposed approach, but		Teacher's plan for student assessment is aligned with the		Teacher's plan for student assessment is fully aligned with the	

contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Comments, Suggestions, Questions			

Domain 2: Classroom Environment

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.		Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.		Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.		Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals	
Comments, Suggestions, Questions								
Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.		The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are		The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The		The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for	

Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

Comments, Suggestions, Questions	

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.		Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.		There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.		Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	

Comments, Suggestions, Questions	

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.		Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.		Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.		Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.	

Comments, Suggestions, Questions	

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.		The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.		The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.		The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of	

			the physical environment to advance learning.
Comments, Suggestions, Questions			

Domain 3: Instruction

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent	
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	
Comments, Suggestions, Questions					
Components	Unsatisfactory	Needs Improvement	Proficient	Excellent	
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	
Comments, Suggestions, Questions					
Components	Unsatisfactory	Needs Improvement	Proficient	Excellent	

3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Comments, Suggestions, Questions				
Components	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose

							evidence of learning by individual students.
Comments, Suggestions, Questions							

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.		Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.		Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.		Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	
Comments, Suggestions, Questions								

Domain 4: Professional Responsibilities

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.		Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.		Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.		Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	
Comments, Suggestions, Questions								

Components	Unsatisfactory		Needs Improvement		Proficient		Excellent	
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.		Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.		Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.		Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.	

Comments, Suggestions, Questions				

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

Comments, Suggestions, Questions				

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

Comments, Suggestions, Questions				

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. Teacher was absent from work for more than 10	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession Teacher was absent from work for 6-10 days during	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important

	days during current school year for reasons other than professional leave.	current school year for reasons other than professional leave.	through professional collaboration. Teacher participates actively in assisting other educators Teacher was absent from work for 3-5 days during current school year for reasons other than professional leave	activities to contribute to the profession. Teacher was absent from work less than 3 days during current school year for reasons other than professional leave.
Comments, Suggestions, Questions	Please state any extenuating circumstances related to absences greater than six (6) days. Documentation may be required.			

Components	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Comments, Suggestions, Questions				

General Comments:

Strengths	Areas of Improvement

Domain	Component	Component Rating (E,P,NI or U)	Component Rating Score (1.0, 2.0, 3.0 or 4.0)	
1	1a			
	1b			
	1c			
	1d			
	1e			
	1f			
			Domain 1 Total:	
			Domain 1 Mean Rating Score:	
2	2a			
	2b			
	2c			
	2d			
	2e			
			Domain 2 Total:	
			Domain 2 Mean Rating Score:	
3	3a			
	3b			
	3c			
	3d			
	3e			
			Domain 3 Total:	
			Domain 3 Mean Rating Score:	
4	4a			
	4b			
	4c			
	4d			
	4e			
	4f			
			Domain 4 Total:	
			Domain 4 Mean Rating Score:	

Domain	Mean Rating Score		
1		x 20% =	
2		x 20% =	
3		x 40% =	
4		x 20% =	
		Total Professional Practice Rating =	

STARK COUNTY CUSD #100 TEACHER PERFORMANCE EVALUATION PLAN

Total Professional Practice Rating x .70	+	Total Student Growth Rating x .30	=	Overall Performance Rating Score
	+		**=**	

(Excellent: 3.60-4.000; Proficient: 2.80-3.599; Needs Improvement: 1.90-2.799; Unsatisfactory: 1.00-1.899)

Overall Performance Rating	__ Unsatisfactory	__ Needs Improvement	__ Proficient	__ Excellent

Signatures: My signature indicates that my evaluator has had a conference with me regarding this evaluation.

I have received a copy of the completed evaluation instrument.

Evaluator: _____ Date: _____ Teacher: _____ Date: _____

TEACHER'S COMMENTS - See attached page for teacher response _____yes _____ no

Adapted from Charlotte Danielson- Framework for Teaching Proficiency Test Instrument, 2011.

ATTACHMENT I

Procedures Related to the Provision of Professional Development Relating to a Rating of <u>Needs Improvement</u>

If a tenured teacher receives a final evaluation rating of Needs Improvement:

- Then a Professional Development Plan (PDP), developed in consultation with the teacher, must be developed within 30 school days of the Needs Improvement rating.
- The PDP must identify specific performance areas which need improvement
- The PDP must include administrative supports to address the areas of deficient performance
- The PDP must include a timeframe (i.e. start date/end date)
- The evaluation instrument to be utilized for a PDP shall be the Summative Evaluation Instrument described in and attached to the Stark 100 Evaluation Plan; with a focus on areas of identified deficiencies.

Each PDP may also include:

- Specific Criteria for Successful PDP Completion
- Interventions that will be Utilized in an Effort to Remedy the Deficiencies
- A Description of How the Evaluator will Assess the Teacher's Performance and Progress
- The Consequences of Successfully Completing the PDP
- The Consequences of Not Successfully Completing the PDP

ATTACHMENT J

Procedures Related to the Provision of Remediation Relating to a Rating of <u>Unsatisfactory</u>

<u>If a tenured teacher receives a final evaluation rating of Unsatisfactory</u>:

- Within thirty (30) days after issuance of a rating of Unsatisfactory, the district will develop and commence a remediation plan designed to correct the deficiencies cited (if the deficiencies are remediable.)
- The RP will provide for ninety (90) school days of remediation within the classroom, unless a shorter remediation period is bargained.
- The teacher, an evaluator and a consulting teacher will be part of the RP.
- Evaluations will be conducted at the midpoint and conclusion of remediation period
- A copy of the evaluations and ratings will be provided to and discussed with the teacher within ten (10) days after the date of each evaluation.
- Each evaluation will assess the teacher's performance during the time period since the prior evaluation; provided the last evaluation must also include an overall evaluation of the teacher's performance during the remediation plan.
- The district shall dismiss a teacher for failure to complete the RP with a rating equal to or better than Proficient.
- A teacher who successfully completes the remediation plan and who achieves a rating equal to or better than Proficient in the school year following the Unsatisfactory rating will be reinstated to the District's regular evaluation cycle for tenured teachers.

<u>Participants</u>

Participants in the remediation plan shall include the professional staff member deemed unsatisfactory, a qualified evaluator, and a consulting teacher. The remediation plan may include the participation of other personnel designated by the administration to assist in correcting areas identified as unsatisfactory.

1. The participation of the consulting teacher shall be voluntary.
2. The qualified consulting teacher shall be one who has received a rating of excellent on his/her most recent evaluation, and has a minimum of five (5) years' experience in teaching, and has knowledge relevant to the assignment of the professional staff member under remediation.
3. The consulting teacher shall be chosen from a list developed by the district in collaboration with the SCEA. The participating administrator or principal of the professional staff member who was rated unsatisfactory shall select the consulting teacher.
4. Where no consulting teacher is available in a district, the district shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements of the individual in number 2 above.
5. The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve his/her teaching skills and how to successfully complete the remediation plan.
6. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation.
7. The consulting teacher shall be provided release time and/or compensation. This will be worked out in each individual situation.
8. The consulting teacher shall have liability protection as defined in School Code of Illinois, Article X, Section 20.20.
9. The evaluation instrument(s) to be utilized for a remediation plan shall include the Formative Observation Instrument and the Summative Evaluation Instrument described in and attached to the Stark 100 Evaluation Plan.

PERA JOINT COMMITTEE APPROVAL

By signing below, I am indicating that a) I am an authorized member of the PERA Joint Committee, b) I have worked in good faith to reach consensus on the attached Stark County CUSD 100 Teacher Evaluation Plan c) to the best of my knowledge, the attached plan meets the statutory requirements of the Performance Evaluation Reform Act (PERA) and d) the PERA Joint Committee reached plan consensus within the 180-day window outlined in statute.

_____   ___/____/___   _____   ___/___/___

Jerry Klooster   Jennifer Reid

_____   ___/____/___   _____   ___/___/___

William Lamb   Kaleena Conrad

_____   ___/____/___   _____   ___/___/___

Jenna Bibb   Angela Tuthill

_____   ___/____/___   _____   ___/___/___

Jennie Hawkey   Leslie Rennick