

Manhattan-Ogden USD 383
Manhattan, Kansas

Teacher Appraisal Guidelines

Preface: Teacher Appraisal

The Manhattan-Ogden School District believes appraisal procedures should focus on improving instruction, should be realistic and practical, and should enhance the supervisor-teacher relationship.

Objectives of Appraisal

1. To apprise personnel of the criteria, standards and expectations of the Manhattan-Ogden District.
2. To promote a closer working relationship between the teacher and the appraiser.
3. To assist personnel in improving their performance on the job, and to encourage professional growth and general improvement.
4. To rate and record the quality of the performance of personnel.
5. To encourage teachers to focus on student performance.
6. To collect information upon which to base decisions relative to employment status.
7. To identify individual and collective needs for planning training activities programs.
8. To meet requirements established by the Manhattan-Ogden District and the State of Kansas.

1. APPRAISAL PROCEDURES

A. General

The assigned administrator has the authority and responsibility to organize and direct all appraisal activities. Personnel involved in these activities may include teachers, supervisors, and other professionals.

B. Orientation

Orientation and in-service of administrators should occur on an annual basis to improve the consistency and quality of appraisal skills.

Groups and/or individual teacher orientation shall occur between March and October. Teacher orientation should include information on the appraisal process, procedures, standards and an understanding of the roles of teacher and appraiser.

2. APPRAISAL SCHEDULE

Evaluation shall be conducted for:

Group 1: Teachers in their first two years of employment will be evaluated once in each full semester of employment. (The evaluations will be conducted no later than the 60th school day of each semester.)

Group 2: Teachers in their third and fourth year of employment will be evaluated once each year with the evaluation to be completed by February 15.

Group 3: Teachers with more than four years of employment will be evaluated every three years with the evaluation to be completed by February 15. Additional evaluations may occur as deemed necessary by the administrator.

3. APPRAISAL METHODS

A. The following methods may be used to collect evidence for the Planning/Preparation and Professional Responsibilities domains:

- 1) a portfolio focused on the domains and/or
- 2) ETS forms (teaching and class profiles and planning questions) to be filled out one time only. The administrator and teacher will complete the feedback form and reflection questions together during the post conference.

B. Evidence for the Classroom Environment and Instruction domains will be documented through classroom observations.

C. Evidence for classroom and building student performance will be documented through national, state, local, school assessment and teacher classroom performance data or other indicators as deemed acceptable by the Kansas State Board of Education.

D. Each teacher will be given appraisal materials, including the ETS Reflections Questions, for the purpose of self-appraisal. The self-appraisal shall be utilized during conferences for discussion.

4. GATHERING DATA

The appraiser should make use of all reliable sources of data produced as a result of performance of duties during the current evaluation period. The primary source of information shall be the observation of a variety of activities with a minimum of two observations, *at least one to be a complete lesson*. Following each observation a conference between the administrator and teacher will be held during which the administrator will provide verbal and written feedback. Student performance data will also be considered. Other sources may include, but should not be limited to, personnel files, supervisory personnel, students, parents and other staff members. Records of class visitations, follow-up conferences, and other appraiser – teacher situations shall be kept.

5. APPRAISAL CONFERENCE

A. The appraisal conference shall be conducted to assess achievement and recommend appropriate continued action needed for further improvement. Self-appraisal and the appraiser evaluation will be reviewed. Teachers receiving a rating of “basic” during an evaluation may be given written recommendations for improvement. All unsatisfactory ratings will require a written explanation and written recommendations for improvement. If there are points of substantial differences, these should be discussed and, if possible, a consensus should be reached. The administrator will notify the teacher during this conference if the teacher is to be placed on a Plan for Improvement.

B. At the conclusion of the appraisal conference, the teacher should sign the appraisal form. The signature on the appraisal form does not indicate that the teacher approves of the report, but indicates only that he/she has reviewed the report in conference with the appraiser. The teacher may attach an addendum thereto, if such is filed within two workweeks of the appraisal conference.

C. The appraiser will prepare two copies of the teacher evaluation form, one for the appraiser and one for the teacher. The original is sent to the Personnel Office where it becomes a part of the teacher’s confidential file, which will be kept a minimum of three years from the date each evaluation is made. Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the evaluated employee, the Board, the administrative staff making the same, the State Board of Education as provided in K.S.A. 72-7515, the Board and the administrative staff of any school to which the employee applied for employment, and other persons specified by the employee in writing to the Board.

6. PLAN FOR IMPROVEMENT

The administrator has the discretion, based on the totality of the evaluation, to place the teacher on a Plan for Improvement. The decision to place the teacher on a Plan for Improvement will serve as notification that an unsatisfactory evaluation within the

next school year will result in the teacher being placed on probation the following year. Failure to comply with the Plan for Improvement by the end of the probation will result in a recommendation for non-renewal to the Board of Education.

Plan for Improvement Procedures:

1. The teacher will be informed of the administrator's decision to place him/her on a Plan for Improvement at the time of the final evaluation for the school year.
2. The administrator will provide written expectations for teacher improvement and a specific time-line for corrective action for criteria rated unsatisfactory in the evaluation.
3. If the teacher and the administrator disagree with the provision(s) of the Plan for Improvement, the two can meet with the Superintendent who will mediate the disagreement.
4. The teacher and the administrator will work in collaboration toward meeting professional development and/or improvement goals.
5. Improvement goals and the course of action will be reviewed in the fall of the year that the Plan for Improvement is in effect.
6. Progress toward the goals will be documented during the November and February evaluation cycles and presented by May 1st at a conference between the administrator and the teacher. At the final evaluation conference, the administrator will provide to the teacher written documentation of improvements made towards the goals outlined in the Plan for Improvement.
7. The teacher will be evaluated on the criteria outlined in the Plan for Improvement during the contract year for which the teacher is on the plan.
8. If, in the judgment of the administrator, the teacher's performance has met the expectations outlined in the Plan for Improvement, the teacher will be released from the Plan for Improvement.
9. If, in the judgment of the administrator, the teacher's performance has not met the expectations outlined in the Plan for Improvement, the administrator will recommend to the Superintendent that the teacher be placed on probation. The teacher will be notified by the administrator of the Superintendent's decision by the end of the school year. If the teacher is placed on probation, the Plan for Improvement will be revised or amended before being implemented in the fall of the next school year.
10. Step 6 will be repeated during the probation year.

11. If, in the judgment of the administrator, the teacher has met the expectations outlined in the Plan for Improvement, the teacher will be released from the Plan for Improvement and from the probation.

12. If, in the judgment of the administrator, the teacher has not met the expectations outlined in the Plan for Improvement, the administrator will recommend non-renewal to the Superintendent.

13. A teacher placed on probation shall not be eligible for the district stipend for holding a National Board Certification. Once the teacher has been removed from probation, the payment of stipend shall resume in the year following removal from probation. The teacher shall not be entitled to recover any lost stipend due to having been placed on probation.

7. RIGHT OF APPEAL

The teacher shall understand that if he/she feels the appraisal is unfair or inaccurate, he has the right to contact the Superintendent of Schools, who will establish a conference with an evaluation review committee.

Evaluation Review Committee: Hearing Procedures

- A. **Jurisdiction:** The committee shall have jurisdiction to hear complaints related to the evaluation. Its jurisdiction shall be restricted to hearing only those complaints that have not already been entertained before a court, another public agency, the Board of Education, or a broader committee with the school district.
- B. **Committee:** The committee shall be composed of six members. Three members shall be teachers and two shall be principals or hold administrative positions in the district.
The Superintendent will provide the teacher and administrator with three names as potential chairpersons. The teacher and administrator will each select at least two of the three names and submit them to the Superintendent. The Superintendent will select the non-voting chairperson from the matching name/s selected by the teacher and the administrator.
- C. **Selection:** Members and alternates shall be selected by the Superintendent at random from among the professional staff of teachers and licensed administrators as defined in the negotiated agreement with the following exclusions:
 - a. teachers without due process rights
 - b. teachers currently being evaluated by the evaluator in question
 - c. the complainant
 - d. the administrator(s) doing the evaluation

- e. any administrator who has provided documentation input to the teacher's evaluation
- f. teachers whose supervising administrator has been selected to serve on the committee

- D. Hearings: A written statement as to the grounds of the complaint shall be required from the complainant. The complainant shall make the initial presentation to the committee. The party(s) complained against shall be present at the hearing and be permitted to present appropriate evidentiary evidence in support of their stand. The complainant shall have the opportunity for a rebuttal following the presentation by the administrator. Evidentiary documentation from previous evaluation periods will be in the form of previous evaluations or other information documented in the individual's official personnel file including any documentation that was shared between principal and teacher at any time during the teacher's period of employment not in the teacher's personnel file. The hearing shall be held within twenty (20) days after the receipt of the complaint. (A copy of the written complaint shall be sent to the Personnel Office.)
- E. Decision: Within twenty (20) days after the hearing, the Evaluation Review Committee shall make a written report as to its findings and recommendations to the Board of Education. The Evaluation Review Committee will recommend to either 1) uphold the evaluation as written, or 2) find the evaluation in whole or part invalid. If the evaluation is found in part or whole to be invalid, The Evaluation Review Committee will make recommendations to amend the evaluation to reflect the evidence presented.
- F. Confidentiality: The complaint and the proceedings on the complaint, to include the hearing, shall be confidential, unless confidentiality is waived by the complainant. A copy of the committee's findings and recommendations shall be furnished to the complainant, the party(s) complained against, and the Director of Personnel at the time it is made to the Board of Education. The complainant may appear before the board to summarize his/her complaint and ask for relief. The complainant will address the Board after any summary presentation made by the evaluator(s). Both the complainant and the chairperson of the committee will be advised of the final action of the Board of Education within twenty (20) days after the receipt of the committee's report. If an evaluation is determined by the Board to be invalid in part or whole, the evaluation will be removed from the personnel file and replaced with an updated evaluation based on the Board's decision.

Adopted: 7-18-2013

SUPPLEMENT TO THE TEACHER APPRAISAL FORM A

The following are characteristics, behaviors, responsibilities, and performances essential for effective teachers. This is not intended to be an exhaustive list. This supplement is to be used in conjunction with Form A and for self-appraisal.

(I-A) PLANNING AND PREPARATION : Demonstrating Knowledge of Content and Pedagogy

	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content and the Structure of the Discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of Prerequisite Relationships	Teacher's plan and practice display little understanding of prerequisite relationships important to student learning of the content.	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 accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of Content-Related Pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

(I-B) PLANNING AND PREPARATION : Demonstrating Knowledge of Students

	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Child and Adolescent Development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the Learning Process	Teacher sees no value in understanding how students learn and does not seek such	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this	Teacher displays extensive and subtle understanding of how students learn and applies this

	information.		knowledge to the class as a whole and to groups of students.	knowledge to individual students.
Knowledge of Students' Skills, Knowledge, and Language Proficiency	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of Students' Special Needs	Teacher displays little or no knowledge of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge for the class only as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.

(I-C) PLANNING AND PREPARATION : Selecting Instructional Goals

	Unsatisfactory	Basic	Proficient	Distinguished
Value, Sequence, and Alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Learners	Outcomes are not suitable for the class or are not based on any	Most of the outcomes are suitable for most of the students in the class based	Most of the outcomes are suitable for all students in the	Outcomes are based on a comprehensive assessment of

	assessment or student needs.	on global assessments of student learning.	class and are all based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	student learning and take into account the varying needs of individual students or groups.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.

(I-D) PLANNING AND PREPARATION : Demonstrating Knowledge of Resources

	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Classroom Use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to Extend Content Knowledge and Pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community, and on the internet.

(I-E) PLANNING AND PREPARATION : Designing Coherent Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly relevant to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional Materials and Resources	Material and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied, as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure that activities are organized around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to student needs. The progression of activities is highly coherent.

(I-F) PLANNING AND PREPARATION : Assessing Student Learning

	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with Instructional Outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear.	Assessment criteria and standards are clear.	Assessments criteria and standards are clear; there is evidence that the students contributed to their development.
Design and Formative Assessments	Teacher has no plan to incorporate formative assessment in lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for Planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

(II-A) THE CLASSROOM ENVIRONMENT : Creating an Environment of Respect and Rapport

	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.

Student Interactions with Other Students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
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(II-B) THE CLASSROOM ENVIRONMENT : Establishing a Culture for Learning

	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Students accept teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Expectations for Learning and Achievement	Instructional outcomes, activities, and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities, and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities, and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities, and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.

(II-C) THE CLASSROOM ENVIRONMENT : Managing Classroom Procedures

	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient

				operation.
Management of Materials and Supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for a smooth operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engage during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

(II-D) THE CLASSROOM ENVIRONMENT : Managing Student Behavior

	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standard are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

(II-E) THE CLASSROOM ENVIRONMENT : Organizing Physical Space

	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of Furniture and Use of Physical Resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

(III-A) INSTRUCTION : Communicating Clearly and Accurately

	Unsatisfactory	Basic	Proficient	Distinguished
Expectations for Learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of Content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabulary.

(III-B) INSTRUCTION : Using Questioning and Discussion Techniques

	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

(III-C) INSTRUCTION : Engaging Students in Learning

	Unsatisfactory	Basic	Proficient	Distinguished
Activities and Assignments	Activities and assignments are inappropriate for students' age or background. Students are not engaged mentally.	Activities and assignments are appropriate to some students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.

Instructional materials and Resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students' are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of material to enhance their own learning.
Structure and Pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

(III-D) INSTRUCTION : Using Assessment in Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performances standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performances standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of Student Learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the process of the groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to Students	Teacher's feedback to students is poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timelines is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student Self-Assessment and Monitoring of Progress	Students do not engage in self-assessment or monitoring progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

(III-E) INSTRUCTION : Demonstrating Flexibility and Responsiveness

	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

(IV-A) PROFESSIONAL RESPONSIBILITIES : Reflecting on Teaching

	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	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 a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	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 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 strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson may be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different courses of action.

(IV-B) PROFESSIONAL RESPONSIBILITIES : Maintaining Accurate Records

	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Noninstructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

(IV-C) PROFESSIONAL RESPONSIBILITIES : Communicating with Families

	Unsatisfactory	Basic	Proficient	Distinguished
Information About the Instructional Program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides frequent information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.

Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
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(IV-D) PROFESSIONAL RESPONSIBILITIES : Contributing to the School and District

	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among faculty.
Involvement in a Culture of Professional Inquiry	Teacher avoids participation in a culture of inquiry, Resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

(IV-E) PROFESSIONAL RESPONSIBILITIES : Growing and Developing Professionally

	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research.
Receptivity to Feedback from Colleagues	Teacher resists feedback on teaching performances from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

(IV-F) PROFESSIONAL RESPONSIBILITIES : Showing Professionalism

	Unsatisfactory	Basic	Proficient	Distinguished
Integrity and Ethical Conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive fair opportunity to succeed.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with School and District Regulations.	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking leadership role with colleagues.

Planning and preparation comments:

II. The Classroom Environment

A. Creating an environment of respect and rapport	Unsatisfactory	Basic	Proficient	Distinguished	Comments
<ul style="list-style-type: none"> * Teacher interaction with students * Student interaction with other students 					
B. Establishing a culture for learning					
<ul style="list-style-type: none"> * Importance of the content * Student pride in work * Expectations for learning and achievement 					
C. Managing classroom procedures					
<ul style="list-style-type: none"> * Management of instructional groups * Management of transitions * Management of materials and supplies * Performance of non-instructional duties * Supervision of volunteers and paraprofessionals 					
D. Managing student behavior					
<ul style="list-style-type: none"> * Expectations * Monitoring of student behavior * Response to student misbehavior 					
E. Organizing physical space					
<ul style="list-style-type: none"> * Safety and accessibility * Arrangement of furniture and use of physical resources 					

Classroom Environment Comments:

III. Instruction

A. communicating with students	Unsatisfactory	Basic	Proficient	Distinguished	Comments
<ul style="list-style-type: none"> * Expectations for learning * Directions and procedures * Explanation of content * Use of oral and written language 					
B. Using questioning and discussion techniques					
<ul style="list-style-type: none"> * Quality of questions * Discussion techniques * Student participation 					
C. Engaging students in learning					
<ul style="list-style-type: none"> * Activities and assignments * Grouping of students * Instructional materials and resources * Structure and pacing 					
D. Using assessment in instruction					
<ul style="list-style-type: none"> * Assessment criteria * Monitoring of student learning * Feedback to students * Student self-assessment and monitoring of progress 					
E. Demonstrating flexibility and responsiveness					
<ul style="list-style-type: none"> * Lesson adjustment * Response to students * Persistence 					

Instruction Comments:

IV. Professional Responsibilities

A. Reflecting on teaching	Unsatisfactory	Basic	Proficient	Distinguished	Comments
<ul style="list-style-type: none"> * accuracy * use in future teaching 					
B. Maintaining accurate records					
<ul style="list-style-type: none"> * Student completion of assignments * Student progress in learning * Non-instructional records 					
C. Communicating with families					
<ul style="list-style-type: none"> * Information about the instructional program * Information about individual students * Engagement of families in the instructional program 					
D. Participating in a professional community					
<ul style="list-style-type: none"> * Relationship with colleagues * Involvement in a culture of professional inquiry * Service to the school * Participation in school and district projects 					
E. Growing and developing professionally					
<ul style="list-style-type: none"> * Enhancement of content knowledge and pedagogical skill * Receptivity to feedback from colleagues * Service to the profession 					
F. Showing professionalism					
<ul style="list-style-type: none"> * Integrity and ethical conduct * Service to students * Advocacy * Decision making * Compliance with school and district regulations 					

Professional Responsibilities Comments:

V. Student Performance

A. Student Growth Measure	Not Met	Met	Comments
B. Student Growth Measure			
C. Student Growth Measure			

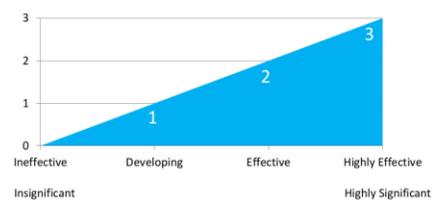
Student Growth Measures Comments:

Matrix Used to Determine Summative Evaluation Rating KSDE 5-1-14 Adapted to USD 383 Evaluation Language

All Districts Must Use				Districts May Substitute Their LEA Determined Evaluation System				All Districts Must Use							
Student Growth				Instructional Practice				Summary Ratings							
Student Growth + 1	Student Growth + 2	Student Growth + 3	Student Growth = Summary Rating	I Planning and Preparation	II Classroom Environment	III Instruction	IV Professional Responsibility	= Instructional Practice Summary Rating	+ Student Growth Summary Rating	= Summative Evaluation Rating					
Met	Met	Met	Distinguished	3	Distinguished	3	Distinguished	3	Distinguished	3	Distinguished	3	Distinguished	3	Distinguished
Met	Met	Met	Distinguished	3	Proficient	2	Proficient	2	Proficient	2	Proficient	2	Distinguished	3	Dist or Prof
Met	Met	Met	Distinguished	3	Basic	1	Basic	1	Basic	1	Basic	1	Distinguished	3	Proficient
Met	Met	Not Met	Proficient	2	Distinguished	3	Distinguished	3	Distinguished	3	Distinguished	3	Proficient	2	Dist or Prof
Met	Met	Not Met	Proficient	2	Proficient	2	Proficient	2	Proficient	2	Proficient	2	Proficient	2	Proficient
Met	Met	Not Met	Proficient	2	Basic	1	Basic	1	Basic	1	Basic	1	Proficient	2	Prof or Basic
Met	Not Met	Not Met	Basic	1	Proficient	2	Proficient	2	Proficient	2	Proficient	2	Basic	1	Prof or Basic
Met	Not Met	Not Met	Basic	1	Basic	1	Basic	1	Basic	1	Basic	1	Basic	1	Basic
Met	Not Met	Not Met	Basic	1	Unsatisfactory	0	Unsatisfactory	0	Unsatisfactory	0	Unsatisfactory	0	Basic	1	Basic or Unsat
Not Met	Not Met	Not Met	Unsatisfactory	0	Basic	1	Basic	1	Basic	1	Basic	1	Unsatisfactory	0	Basic or Unsat
Not Met	Not Met	Not Met	Unsatisfactory	0	Unsatisfactory	0	Unsatisfactory	0	Unsatisfactory	0	Unsatisfactory	0	Unsatisfactory	0	Unsatisfactory

- RULES: 1. Must meet all three student growth measures to be considered highly effective or its equivalent for Student Growth Measures Summary Rating.
2. Must meet at least two student growth measures to be considered effective or its equivalent for the Student Growth Measures Summary Rating.
3. Must meet at least one student growth measure to be considered developing or its equivalent for the Student Growth Measures Summary Rating.
4. The Final Summative Rating can only be rated one performance level higher than the lowest Summary Rating.
5. When both Summary Ratings are the same, that rating becomes the Final Summative Performance Rating.
- Note: Kansas State Assessments used as a Student Growth Measure are only required for teachers of tested grades and subjects.
- All licensed educators must meet a minimum of two student growth measures to be considered Effective/Proficient.

Multiple Measures



Evaluation Summary

Summary Rating for Instructional Practice				
	Mark Summary for each I through IV.			
	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
I. <u>Planning and Preparation</u>				
II. <u>Classroom Environment</u>				
III. <u>Instruction</u>				
IV. <u>Professional Responsibilities</u>				

Summary Rating for Student Growth Measures		
	<u>Not Met</u>	<u>Met</u>
Mark Summary for each I through III.		
I. <u>Student Growth Measure</u>		
II. <u>Student Growth Measure</u>		
III. <u>Student Growth Measure</u>		

Evaluation Summative Rating:

Evaluation Summative Rating				
<u>Summative Rating</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Mark Final Summary				

Professional Goals:

(Goals for met and not met for next evaluation cycle)

Appraiser's Signature Date

Teacher's Signature Date

(signature indicates a review of the completed appraisal; it does not signify agreement with contents. A copy of this form will be placed in the personnel file.)