

TEACHING PERSONNEL

Policy: 4170

COMPLIANCE WITH THE LICENSED PERSONNEL PERFORMANCE EVALUATION ACT (22-9-101 et seq) AND THE TEACHER EMPLOYMENT COMPENSATION & DISMISSAL ACT (ARTICLE 63, TITLE 22, C.R.S. as amended)

Introduction

A. General

The mission of Cherry Creek School District is: to inspire every student to think, to learn, to achieve, and to care. In support of this mission, the Board of Education views teacher performance evaluation as an integral part of the learning cycle and a critical element for the attainment of the educational goals of the district.

The Board of Education is committed to establishing an evaluation process, which provides the basis for continued employment with the school district. The responsibility for the development of procedures for evaluation of teachers shall rest with the Superintendent of Schools.

While committed to establishing and implementing a process for purposes of evaluating teacher performance, the Board of Education and the administration reserve the right to take immediate and appropriate disciplinary action against any teacher found to be in violation of state or federal law and/or school board policy.

The Board of Education and the Association shall jointly agree upon the forms which implement the criteria and performance domains set forth.

B. Certificated Performance Evaluation Council

A Certificated Performance Evaluation Council will be established pursuant to state law to serve in an advisory capacity to the Board of Education in the development of a performance evaluation process. The responsibilities of the Council are as follows:

1. Actively participate with the local Board of Education in developing written standards for evaluation which clearly specify satisfactory/proficient performance and the criteria to be used to determine whether the performance of each licensed personnel meets such standards; and
2. Consult with the local Board of Education as to the fairness, effectiveness, credibility and professional quality of the certificated personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of said systems (C.R.S. 22-9-107(2)).

TEACHING PERSONNEL

Policy: 4170

C. The Purpose of Evaluation

The Superintendent of Schools shall delegate the responsibility for the teacher performance evaluation process to the administrator in charge of the operating unit, hereafter referred to in this policy as the principal and/or building administrator.

The teacher performance evaluation process shall:

- Serve as a basis for the improvement of instruction;
- Enhance the implementation of programs of curriculum;
- Serve as the measurement of satisfactory performance for individual teachers and serve as documentation for unsatisfactory performance;
- Serve as a measurement of the professional growth and development of teachers, and
- Serve as a measurement of the level of performance of teachers using the Performance Observation Record for the four performance domains.

D. Definitions

For purposes of this policy, the following terms are defined below:

1. “Probationary Teacher” –Is defined as a teacher who has not completed three full years of continuous employment with the employing school district and who has not been reemployed for the fourth year.
2. “Teacher” –Is defined as any person who holds a teacher's certificate/license issued pursuant to the provisions of Article 60 of Title 22, C.R.S. as amended, and who is employed to instruct, direct, or supervise the instructional program. “Teacher” does not include those persons holding letters of authorization and the chief administrative officer of any school district.
3. “Evaluation Process” –Is the process used in which a teacher is observed, provided feedback, and given written evaluation reports designed to improve teaching performance.
4. “Remediation Process” - Is the method used to address the teaching performance of a teacher who has been identified as performing unsatisfactorily and whose performance has not sufficiently improved as a result of the Directed Improvement Plan.
5. “Directed Improvement Plan” - Is an administrator directed approach, within the evaluation process, to assist a teacher who is rated unsatisfactory in any domain.

TEACHING PERSONNEL

Policy: 4170

6. “Performance Domain” – Is the distinct aspect of teaching or realm of activities identified which forms the basis for the evaluation of a teacher.

E. Evaluation Plans

There shall be alternate plans for teacher performance evaluation for the purpose of recognizing the differences in evaluation for probationary teachers and satisfactorily performing veteran teachers. The following evaluation plans shall be used to assess teacher performance:

1. Plan I - Standard Model for Performance Evaluation

This plan is designed for the probationary teacher and teachers new to a building. Plan I can also be used at the discretion of evaluators/teachers for non-probationary teachers. The plan assesses teacher performance with a prescribed set of criteria, including but not limited to, goal setting, self-evaluation teacher observations, feedback, and collaborative planning for improvement. The plan focuses on teacher performance as it impacts student achievement and student behaviors.

Alternatives for non-probationary teachers

The following shall be alternative plans for teacher evaluation for the purpose of recognizing the differences in evaluation between probationary teachers and satisfactorily performing non-probationary teachers. The focus and format of the report will be jointly developed by, the teacher and the supervisor. A teacher or principal may exercise the option of returning to Plan I process by January 15 of the evaluation year.

2. Plan II - Goal-Setting Model for Performance Evaluation

The Plan II process is an alternative to Plan I and is intended to be teacher-directed. It is not intended to be an addition to the comprehensive process of Plan I. This plan encourages the professional evaluatee and evaluator to develop collaboratively a unique plan based on a professional goal to increase student achievement. The plan is guided by a professional goal and specific action plan(s). It culminates with a self-evaluation of the success of the plan, a supervisor’s summary, and a plan for growth/improvement when applicable. Through the process, teachers are encouraged to take risks, be flexible, and try new ideas to enhance student achievement.

3. Plan III – Peer/Other Model for Performance Evaluation

The Plan III process is designed for peer evaluation and/or another unique process. It is not intended to be an addition to the comprehensive process of Plan I. With the agreement of the principal or his/her designee, the non-probationary teacher may choose to use this alternative evaluation process, which may include peer collaboration and/or self-evaluation.

TEACHING PERSONNEL

Policy: 4170

In this process, the Observation Record will serve as the guide for all conferences and observations.

The alternative evaluation process will result in a written document which includes the cover sheet required to assure compliance with Colorado statute. It will be the responsibility of the supervisor to assure that all four domains of this policy are generally addressed in this document.

NOTE: In accordance with state law, and as part of the evaluation plans identified above, probationary teachers must have a minimum of two (2) observations and one (1) evaluation that results in a written evaluation report. Non-probationary teachers must receive at least one (1) observation each year and one evaluation that results in a written evaluation report every three (3) years.

PART ONE – CRITERIA FOR EVALUATION AND REMEDIATION FOR CLASSROOM TEACHING PERSONNEL

A. General

There are four performance domains used for evaluation and remediation of a teacher, which are listed below, and which are further defined in the teacher Performance Observation Record.

The Performance Observation Record describes the performance areas and lists the performance standards required to demonstrate satisfactory/proficient performance in the Summative Teacher Evaluation Form as developed by the Certificated Personnel Performance Evaluation Council.

Any performance area evaluated as unsatisfactory must be documented according to the evaluation criteria specifically identified in the Performance Observation Record, which defines a particular performance domain(s). The evaluator may add indicators, which will further explain competency.

Data sources for evaluation reports must include direct observation and multiple measures of student learning outcomes and may include but are not limited to the following:

- Discussions/conferences with teacher
- Participation in committee, staff and staffing meetings
- Review of materials and resources used
- Review of student assignments and student work
- Parent, student, and/or peer feedback
- Physical appearance of the classroom
- Disciplinary referrals
- Review of lesson plans and curricular scope/sequence

TEACHING PERSONNEL

Policy: 4170

- Review of assessment tools/measures
- Documentation of professional growth experiences
- Documentation of policy/procedure compliance

B. Performance Domains

The Performance Domains describe the identified areas of performance expectations used for teacher evaluation. The components of the Performance Domains listed below consist of broad evaluative statements which are more fully defined in the Performance Observation Record used to identify specific performance levels.

1. Performance Domain I: Planning and Preparation

Performance Domain I: Planning and Preparation, includes comprehensive understanding of the content to be taught, demonstrating knowledge of students' backgrounds, and designing instruction and assessment. Its components are the following:

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students and their backgrounds
- Selecting instructional goals
- Demonstrating knowledge of resources
- Designing coherent instruction
- Assessing student learning

2. Performance Domain II: The Classroom Environment

Performance Domain II: The Classroom Environment, addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are the following:

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

3. Performance Domain III: Instruction

Performance Domain III: Instruction, is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are the following:

TEACHING PERSONNEL

Policy: 4170

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness

4. Performance Domain IV: Professional Responsibilities

Performance Domain IV: Professional Responsibilities, addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are the following:

- Reflecting on teaching
- Maintaining accurate records
- Communicating with parents/guardians
- Growing and developing professionally
- Showing professionalism

C. Performance Criteria for Teachers Assigned to Other Than Regular Classroom Teaching Responsibilities

Teachers who are assigned to other than regular classroom responsibilities include counselors, media specialists, deans, department coordinators, some special education personnel, activities directors, athletic directors, and teachers on special assignment. In some cases, these duties are assigned on a full time basis. In other cases, the duties are part time in conjunction with a part-time teaching assignment.

Assignments of this nature require that the principal and the Office of Human Resources determine a job description appropriate to the position by September 15th of each school year. Such job descriptions must be approved by, and be on file in, the Office of Human Resources. The criteria for evaluation of such staff will be directly related to elements of the agreed job description. Where the staff member serves as both a classroom teacher and in another capacity, the criteria for evaluation will include the teacher performance domains as well as others related to the job description as appropriate.

When teachers are appointed to positions (eg. a dean, a community administrator, a department coordinator, a teacher assistant-to-the-principal) to which evaluation responsibilities are delegated a specific criteria of their own performance evaluation will include their ability to make fair, professional, credible and effective evaluations.

PART TWO – EVALUATION PROCESS

A. Definitions

The following definitions shall be used for purposes of clarity in this policy only:

1. Administrator: “Administrator” shall be defined as any individual holding an administrative license in the state of Colorado whose position falls under the definition of “Administration” in Policy 4135 and who has been trained in the District’s evaluation process.
2. Evaluator: The term “evaluator” refers to those individuals who hold a proper Colorado administrative license and have received the required training in the District’s evaluation process.
3. Formal Observation Process: The “formal observation process” shall be defined as a pre-observation conference, a formal observation, and a post-observation conference between the evaluator and the teacher.
4. Pre-Observation Conference: The “Pre-Observation Conference” shall be defined as a meeting between the evaluator and the teacher to be held prior to a formal observation. The intent of this conference is to discuss the lesson to be observed and other related topic as appropriate.
5. Post-Observation Conference: The “Post-Observation Conference” shall be defined as a meeting between the evaluator and the teacher after a formal observation. The purpose of this conference is to review the evaluator’s judgments of the teacher’s performance based on the formal observation.
6. Formal Observation: The term “formal observation” shall be defined as an evaluator observing a teacher’s performance for at least 30 minutes and creating a record of matters observed, and an analysis of the activity(s) observed and recorded. Further, the length of the formal observation shall be at least the duration of one (1) complete instructional lesson.
7. Informal Observation: “Informal Observation” shall be defined as those unscheduled observations of a teacher that may take place as an evaluator walks through a classroom, helps a student, or just “drops in” the teacher’s classroom for a few minutes, or otherwise observes a teacher in an interaction which has a bearing on that teacher’s performance of professional duties.
8. Formative Evaluation Report: “Formative Evaluation Report” shall be defined as a

TEACHING PERSONNEL

Policy: 4170

report given to probationary teachers that is intended to provide feedback to assist the teacher in growing and/or improving the skills of being an effective teacher.

9. Summative Evaluation Report: “Summative Evaluation Report” shall be defined as a report given to a teacher that shall include the evaluator’s conclusions regarding the quality and level of performance of the teacher being evaluated.
10. Off-Cycle Observation: “Off-Cycle Observation” shall be defined as a scheduled or unscheduled observation of a non-probationary teacher of at least thirty (30) minutes in length or the length of a complete lesson. This observation will take place during a teacher’s non-evaluation year.
11. Unsatisfactory Performance: For purposes of this policy, “unsatisfactory performance” shall be defined as fifty percent (50%) or more of the elements within at least one of the four domains being rated unsatisfactory.

B. Procedure for Evaluation

All licensed teachers are evaluated according to the following procedures:

1. At the beginning of each school year, the Office of Human Resources will provide a list of teachers to be evaluated for that year to the principal of each building or to the administrator in charge of a program. The evaluator will give the teacher written notification that he/she will be evaluated during the current school year. This notification will be given prior to conducting any steps in the formal observation process.

If a teacher is assigned to more than one facility, the Office of Human Resources will designate the person responsible for the evaluation of that teacher at the beginning of the school year. The appropriate Executive Director of Instruction will notify the Office of Human Resources as to who the evaluator will be for each teacher who is assigned to more than one facility.

2. On or before October 15 for traditional calendar teachers, and on or before August 15 for year-round teachers, and in any event, before any formal observations of a teacher’s performance are conducted, the evaluator will provide copies of Policy 4170 to those teachers to be evaluated and will meet with them individually or as a group to review the applicable portions of the evaluation policy. Upon the request of either the teacher or the evaluator, an individual meeting will take place to discuss specifics of the evaluation process as it relates to a particular teacher.

TEACHING PERSONNEL

Policy: 4170

3. The teacher shall be responsible for the following:
 - reading and becoming knowledgeable of this teacher Performance Evaluation Policy,
 - completing a self-evaluation and otherwise preparing for the pre-conference prior to formal observations,
 - conferring with the evaluator regarding the evaluation process and report,
 - preparing for the conference with the evaluator to discuss the evaluation report, and
 - developing and implementing strategies to improve performance in areas identified during the observation and/or within the evaluation report.
4. The evaluation process may be initiated at any time by the teacher, or the principal/administrator.
5. An evaluator will be responsible for the following:
 - approving the individual teacher evaluation plan (Plan I, II, or III),
 - supervising the evaluation process,
 - identifying, following observation, performance areas needing improvement when necessary and giving specific recommendations for improvement, and
 - ensuring the contents of the formative and/or summative evaluation report are an accurate reflection of the teacher's performance.

In those cases where a teacher is assigned to more than one facility, an evaluator from each facility where the teacher is assigned will provide input for the final draft of the evaluation report.

6. Formal observations are generally planned in advance by the evaluator and the teacher. The number of formal observations shall comply with the requirements for the particular evaluation plan applicable to the teacher. It is recognized that informal observations and additional formal observations may occur as appropriate in the view of the evaluator.
7. Post-observation conferences in the formal observation process must be held within five (5) working days of the formal observation.

If two (2) formal observations in the same subject or course occur within three (3) working days of each other and if the evaluator is satisfied that the performance is satisfactory, a single pre-post conference may be used for both observations. The post-observation conference must be held within five (5) working days of the first, observation. In such instances, the requirement for the minimum number of observations shall be satisfied.

TEACHING PERSONNEL

Policy: 4170

If the evaluator has concerns regarding the teacher's performance, the evaluator must conduct at least one additional formal observation process. As with all subsequent observations when the evaluator has concerns, the evaluator must conduct an additional formal observation after sufficient time has passed between the identification of concerns and the follow-up observation in order to provide the teacher with sufficient time to incorporate suggestions for improvement in his/her teaching.

8. Informal observations allow an evaluator to validate or question data gathered at other times. Such activities would not require any conferences with the teacher unless they lead the evaluator to have concerns about the teacher's performance (or confirm such concerns). Following observations where concerns exist, the evaluator must discuss the issue(s) of concerns about the teacher's performance prior to it being included or referenced in the Summative Evaluation Report. It is intended that the discussion with the teacher be near in time to the occurrence of the event of concern, or to the point in time when the evaluator became aware of the concern.
9. Evaluation Report in this section (9) shall include both formative and summative evaluation reports.

Each evaluation report must be preceded by a final conference that could coincide with the final post-observation conference. In that final conference, the teacher will receive all information that will be used by the evaluator in developing the final evaluation report (e.g., observation records, information from other data sources). The teacher may request and will be provided a copy of the observation record(s) and/or any other information that is used in the evaluation report.

Within five (5) working days following the final conference, the teacher will receive the written evaluation report. Within five (5) working days after receiving that evaluation report, the teacher may request a conference to discuss the report further. Whether a conference is requested or not, the teacher must sign and return the evaluation report within the five (5) days after receiving it. The teacher's signature on the evaluation report verifies receipt of it and does not necessarily indicate agreement with its contents.

The teacher may respond in writing to the evaluation report. The teacher shall be responsible to provide the evaluator and the Office of Human Resources with copies of any response. A copy of such response shall be attached to all copies of the final evaluation report.

TEACHING PERSONNEL

Policy: 4170

10. Teacher evaluation reports must be signed by, a properly licensed and trained administrator. Both the evaluator and person being evaluated must sign the cover sheet confirming receipt of the report. The teacher's signature will indicate that a copy was received; it will not indicate the teacher's agreement with the contents of the report in whole or in part. The evaluator will provide a copy of the final evaluation report to the Office of Human Resources where it will be placed in the teacher's file. If the teacher wishes to respond to the evaluation report in writing, he/she will need to provide a copy of the response to the evaluator and the Office of Human Resources.
11. The process of conducting evaluation observations and conferences, including all aspects of the evaluation and remediation process, shall be handled so as to observe the legal and constitutional rights of the teacher. No evaluation/remediation information shall be gathered by electronic devices, such as remote-video microphones, cameras or recorders, without the consent of the teacher.
12. One element of professional evaluation is setting goals. Therefore, a part of the evaluation process shall include the teacher and evaluator jointly agreeing to one or more goals annually. Such goal-setting should occur in relation to the teacher's professional development, growth/improvements plans, as well as district, feeder, and building goals based on a range of data sources. Teachers and evaluators are encouraged to harmonize and align goals based on these various sources.
13. The evaluator must complete the summative evaluation report prior to recommending that a teacher be moved from the evaluation process to the remediation process. The evaluator must follow up such recommendation by informing the principal (if applicable) who shall inform the principal's supervisor and the Office of Human Resources of this recommendation.

C. Procedure for Probationary Teachers

1. All probationary teachers will be evaluated twice a year under Plan 1.
2. Probationary teachers will be subject to two (2) formal observations and one (1) Mid-Year Formative Evaluation Report during the first half of the school year, each year.
3. The Mid-Year Formative Evaluation Report shall be given at mid-year but not later than December 15 of the school year in which the process is being conducted. It requires a notation of the performance level for all appropriate areas and a conference with the teacher to discuss the report itself.
4. Probationary teachers will be subject to two (2) formal observations and one (1) Summative Evaluation Report during the second half of the school year, each year. The administrator shall complete this Summative Evaluation Report and hold the discussion with the teacher regarding its contents not later than May 15 of each school year.
5. The Summative Evaluation Report and the corresponding observation process for probationary teachers will be completed by an administrator using Plan 1.

D. Procedure for Non-Probationary Teachers

1. Non-probationary teachers shall receive a Summative Evaluation Report with a formal observation at least once every three (3) years. The evaluator shall complete this Summative Evaluation Report and hold the discussion with the teacher regarding its contents not later than ten (10) working days prior to the end of the teacher's contracted year. In other years, the non-probationary teacher shall receive at least one (1) off-year observation.
2. The administrator in charge of a building or unit where teachers are assigned is responsible for the evaluation process of all licensed employees assigned to the building or unit. The administrator may delegate the carrying-out of one or more elements of the evaluation process, with regard to specific teachers, to one or more individuals holding a principal or administrator license and trained in the District's evaluation process. These individuals may include such personnel as assistant principals, department coordinators, deans, or teachers who are assistants to the principal.

3. During the years in which a non-probationary teachers is not scheduled for formal evaluation, the teacher and the evaluator, or designee trained in the evaluation process, will jointly develop professional Goals for the Current School Year. Consistent with the adopted plan, the evaluator or designee will conduct a minimum of one (1) observation, formal or informal. A record of the time and date of such observation shall be made using the Observation Record for Non-Evaluative Years. This observation does not require that a pre-observation conference or post-observation conference take place unless the evaluator has concerns about the teacher's performance. Before a concern, observed in either a formal or informal observation, becomes part of a Summative Evaluation Report it must be discussed and/or communicated with the teacher.
4. Non-probationary teachers new to a building or assignment may be evaluated during their first year of such assignment, even though the teacher would otherwise not be due for formal evaluation.

E. Evaluation Report

1. The evaluation report is a written summary of the teacher's performance in each of the four (4) performance domains as defined in the Observation Record.
2. The evaluation will contain a jointly developed growth or improvement plan, which shall be specific as to what improvements, if any, are needed in the performance of the licensed personnel and shall clearly set forth recommendations for improvement, including recommendations for additional education and training during the teacher's recertification process, and as documented in the goal-setting process;
3. The evaluator will give one copy of the evaluation report to the teacher, retain one copy, and send a copy to the Office of Human Resources for placement in the teacher's file.

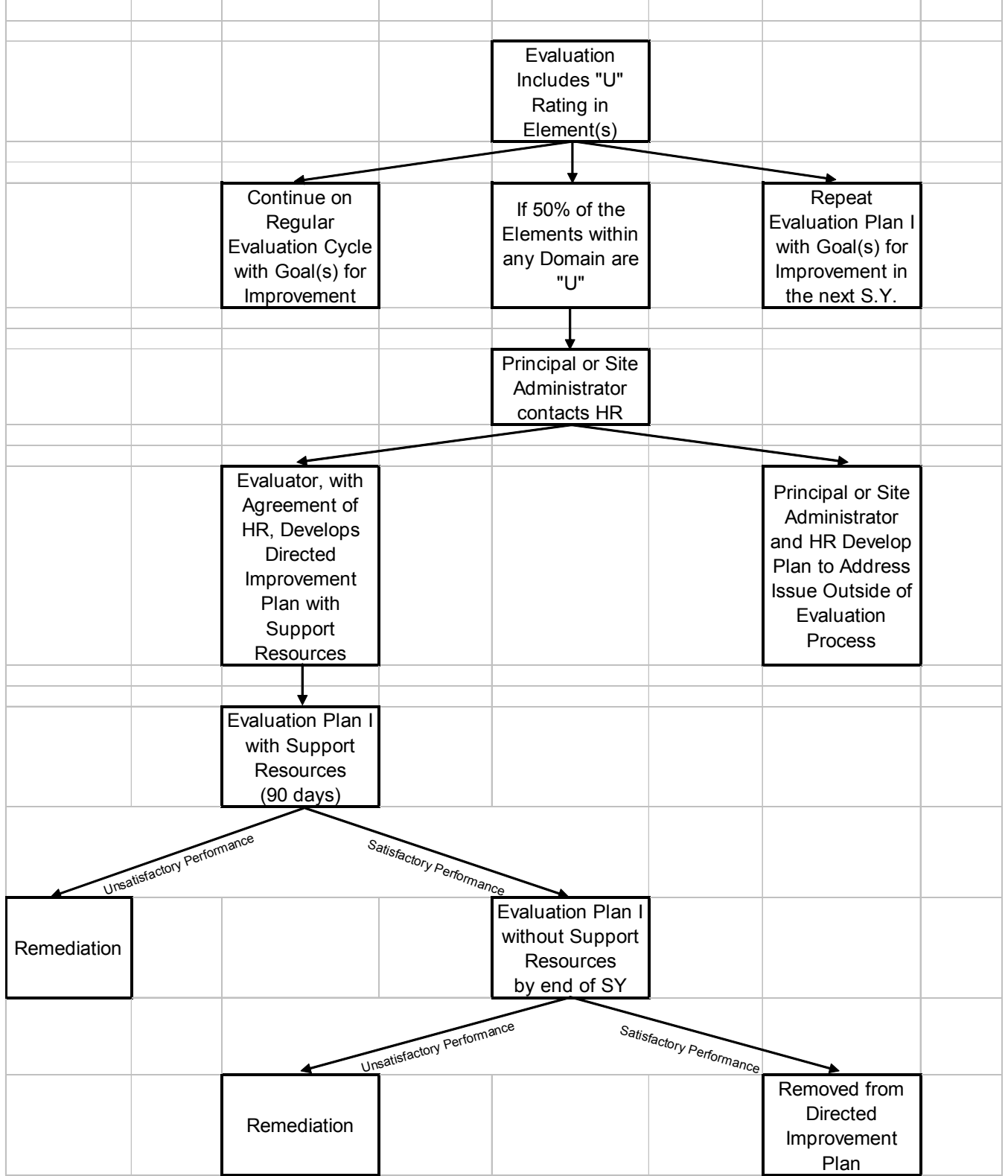
F. Evaluation of Teachers Assigned to More Than One Facility

1. At the beginning of the school year, the Office of Human Resources will designate the person responsible for the evaluation of a teacher who is assigned to more than one facility. Principals from each facility where a teacher is assigned will provide input for the final evaluation report.

G. Process for Addressing Unsatisfactory Ratings

1. When the evaluator rates one or more elements on a teacher's Summative Report to be unsatisfactory, the evaluator will develop a Goal for Improvement to address the area needing improvement. The evaluator may require that the teacher repeat Evaluation Plan I the following school year to ensure that element(s) needing improvement are addressed and that the teacher does indeed improve in the targeted element(s).
2. If the evaluator determines that fifty percent (50%) or more of the elements within any domain are found to be Unsatisfactory, the principal or site administrator will contact the Office of Human Resources to ascertain what steps will be taken to address the issue. With the agreement of the Office of Human Resources, the principal or site administrator may develop a Directed Improvement Plan for the teacher. This plan will specifically address those elements that are deemed Unsatisfactory, include correlating support resources, and specify a mutually-agreed upon timeline for implementation not to exceed thirty (30) working days. When the plan is finalized, the teacher will repeat Evaluation Plan I over the following ninety (90) day period.
3. At the end of the ninety (90) day Evaluation Plan I process, if the principal or site administrator does not observe satisfactory performance in targeted elements, the teacher will be moved to Remediation. If the principal or site administrator determines that performance in the targeted areas is satisfactory, the teacher will repeat Evaluation Plan I without support resources until the completion of the current school year to demonstrate that growth has occurred and that the teacher's performance in the targeted elements can be maintained independent of those support resources.
4. Following the completion of Evaluation Plan I without support resources, if the principal or site administrator observes that the teacher has maintained satisfactory performance in the targeted elements, the teacher will be removed from the Directed Improvement Plan. If the principal or site administrator does not observe that the teacher has maintained satisfactory performance in the targeted elements, the teacher will be moved to Remediation.

Process for Addressing Unsatisfactory Ratings



PART THREE – REMEDIATION PROCESS**A. Placement of Teachers in the Remediation Process**

1. If a teacher's performance in one or more of the four performance domains is judged by the principal to be unsatisfactory, and the performance of the teacher has not sufficiently improved as a result of the evaluation process, the principal can move the teacher from the evaluation process to the remediation process. The principal will notify the teacher in writing of the decision to move from the evaluation process to the remediation process. The principal will also notify the teacher of his/her right to representation during the remediation process.
2. The principal will hold a conference with the teacher within five (5) working days following delivery of the written notification of movement from the evaluation process to the remediation process.
3. At the conference, the principal, the teacher and any other appropriate personnel, will
 - a) Review specific performance concerns identified in the evaluation report; and
 - b) Formulate a written remediation plan including the following:
 - 1) Objectives for improving the identified performance concerns;
 - 2) Identification of resources and assistance available to implement the objectives;
 - 3) A timeline for completing the objectives;
 - 4) Criteria by which the attainment of the objectives will be measured;
 - 5) A minimum of monthly conferences to monitor progress on the remediation plan objectives.
4. If agreement on any or all of the above items contained in Part III of this policy cannot be reached, the principal is responsible for the final decision.
5. Following completion of the timeline established in the remediation plan, the principal and teacher will meet to review the remediation process. The principal will state, in writing, whether the teacher has corrected the identified performance problems. The principal will then forward the remediation report and all supportive data to the teacher and the superintendent, attached to the standard remediation cover sheet. This report will include a recommendation to return the teacher to the evaluation process, to continue the remediation process for one more time period or to proceed to appropriate disciplinary action. Disciplinary action can include, but is not limited to, suspension and dismissal.

TEACHING PERSONNEL

Policy: 4170

TEACHER REMEDIATION REPORT

Teacher's Name _____ School _____

Teaching Assignment _____

Evaluator's Name Title Date

1. WRITTEN NOTIFICATION of movement to Remediation: _____
(Attach copy) (Date) (Delivered by)
2. CONFERENCE to review specific concerns and develop Remediation Plan:
(Attached Remediation Plan) _____
(Date) (Attended by)
3. RECORD of Remediation Plan monitoring: (Attach additional information as needed.)

FORMAL OBSERVATIONS		CONFERENCES	
(Date/Time)	(Date/Time)	(Date/Time)	(Date/Time)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

OTHER DATA SOURCES: _____

4. RECOMMENDATION of the evaluator to:
(Check one) _____ Return the evaluatee to the evaluation process
_____ Extend Remediation Plan
_____ Proceed to disciplinary action

TEACHER'S COMMENTS: (Please write on another sheet of paper and attach.)

Teacher's Signature _____ Date _____

(The teacher's signature does not necessarily indicate agreement with the remediation report, but simply indicates that the teacher has read the report.)

Evaluator's Signature _____ Date _____

Supervisor of Evaluator _____ Date _____

Distribution of Copies: Original to Office of Human Resources/Copy to Teacher/Copy to Evaluator.

The remediation report attached to this cover sheet will include:

1. A narrative on the performance of the evaluatee in relation to the written Remediation Plan.
2. A recommendation by the evaluator to return the evaluatee to the evaluation process, continue remediation or to proceed to disciplinary action.

TEACHING PERSONNEL

Policy: 4170

TEACHER REMEDIATION PLAN

Teacher's Name _____ School _____

Teaching Assignment _____ Date _____

Evaluator's Name _____ Title _____

Plan Read By: Teacher _____ Evaluator _____ (Signature)

Other _____
(Signature)

Other _____
(Signature)

SPECIFIC PERFORMANCE AREA OF CONCERN ACCORDING TO POLICY 4170:

OBJECTIVES for improving
identified performance areas

RESOURCES and
ASSISTANCE available

TIMELINE for
completion

MEASURE by which attainment of
objectives will be determined

PART FOUR – TRAINING OF EVALUATORS

The success of a program of evaluation and remediation depends upon a high level of skill and training of all participants in the process. Evaluators will be trained in supervisory skills such as observation skills, conferencing skills, and completing the evaluation reports. In addition, emphasis will be placed on the understanding of the intent, criteria, and processes identified in this policy. It will be the responsibility of the Office of Human Resources to coordinate training opportunities.

Each evaluator will be evaluated on his/her ability to make fair, professional and credible evaluations. It will be the responsibility of the supervisor of each evaluator to evaluate these skills and make recommendations for training needed to the evaluator and to the Office of Human Resources for identifying content of future training programs.

PART FIVE – THE WRITTEN EVALUATION

A. Completion of the Evaluation Report

The evaluation report will include:

1. Documentation of observations and dates of conferences on the Teacher Evaluation Report form which shall serve as a cover sheet for the summary by the evaluator on the strengths and weaknesses of the evaluatee in each of the four performance domains specified in this policy.
2. Evaluation reports for Plan I and Plan III will address the four performance domains. Any performance areas evaluated as unsatisfactory must be addressed according to the defining standards contained in the Performance Observation Record. The evaluator may add indicators which will further explain competency in the four performance domains as listed below:

Planning and Preparation
The Classroom Environment
Instruction
Professional Responsibilities

3. The evaluation report will also contain a jointly developed growth or improvement plan designed to improve teacher performance consistent with evaluation commentary, including recommendations for additional education and training during the teacher's recertification process.

TEACHING PERSONNEL

Policy: 4170

Additional Provisions

With the exception of the evaluation process (Part Two), neither party to this agreement is obligated to negotiate this policy in future negotiations.

The evaluation process (Part Two) will be negotiated by the District and the Association. This negotiation shall be conducted separately from the negotiations of other policies. Those recommendations agreed to during bargaining and those recommendations that could not be agreed to prior to impasse will be forwarded to the Certificated Personnel Performance Council for review and final recommendation(s) to the Board of Education.

If any provision of this policy is found contrary to law, then such provision will be deemed null and void, but all other provisions or applications thereof will continue in full force and effect.

Upon mutual agreement, this policy may be renegotiated in whole or in part at any time during the life of this policy.

Any additions, deletions or revision to this policy will be distributed to those affected, and be in effect after ratification by the Association membership and adoption of the Board.

Summative Teacher Evaluation System

These criteria and standards for evaluation and remediation of classroom teachers have been developed by the Cherry Creek Certificated Personnel Performance Evaluation Council and approved by the Board of Education.

The forms herein have been jointly agreed to by the Board of Education and the Cherry Creek Education Association.

TEACHING PERSONNEL

Administrative Procedure 4170.1

CHERRY CREEK SCHOOL DISTRICT

GOALS FOR _____ SCHOOL YEAR

Name _____

Date _____

Position _____

School _____

- Probationary Teacher
- Plan I Teacher
- Plan II Teacher
- Plan III Teacher
- Teacher Non-evaluative Year

Directions for Establishing Goals

Measurable goals should be developed based on suggestions for professional growth/improvement plan from your last evaluation, district, feeder and building goals, student assessment data and your own professional development needs. Before turning in your goals, describe what measure(s) you will use at the end of the year to determine if you have met each goal. Be specific.

GOAL I (State measurable goal)	
ACTION PLAN (Describe the actions you will take to reach this goal.)	TIMELINE (Describe when each item of your action plan will be accomplished.)
MEASUREMENT (Describe the measurement/criteria you will use to determine if you've met this goal.)	

TEACHING PERSONNEL

Administrative Procedure: 4170.1

Name _____

Date _____

GOAL III (State measurable goal)	
ACTION PLAN (Describe the actions you will take to reach this goal.)	TIMELINE (Describe when each item of your action plan will be accomplished.)
MEASUREMENT (Describe the measurement/criteria you will use to determine if you've met this goal.)	

Both parties have agreed upon these goals.

Evaluator's Signature

Date

Teacher's Signature

Date

TEACHING PERSONNEL

Administrative Procedure: 4170.1

GOAL COMPLETION/SELF-EVALUATION

School Year _____

Directions for Goal Completion

Describe how you've accomplished your action plan for each goal and whether or not you've attained the criteria for successful completion of each goal.

GOAL I:

GOAL II:

GOAL III:

Evaluator's Signature

Date

Teacher's Signature

Date

TEACHING PERSONNEL

Administrative Procedure: 4170.2

**CHERRY CREEK SCHOOL DISTRICT
OBSERVATION RECORD**

Name _____

School _____ School Year _____

Current Assignment _____

Evaluator _____

Evaluator Assessment

Self Assessment

Pre-conference Date/Time _____

Pre-conference Date/Time _____

Pre-conference Date/Time _____

Observation Date/Time _____

Observation Date/Time _____

Observation Date/Time _____

Post-conference Date/Time _____

Post-conference Date/Time _____

Post-conference Date/Time _____

DOMAIN 1: PLANNING AND PREPARATION

Performance in Domain 1 is based on data from the pre-observation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

ESSENTIAL

ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Knowledge of Content ESSENTIAL	Teacher makes content errors and/or does not correct student's content errors.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
2. Knowledge of Prerequisite Relationships ESSENTIAL	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when planning instruction or seeking causes for student misunderstanding.
3. Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices are varied and reflect current research on best practice within the discipline, but may not anticipate student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.2

<u>Component 1b: Demonstrating Knowledge of Students</u>				
ESSENTIAL				
ELEMENT	<u>LEVEL OF PERFORMANCE</u>			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Knowledge of Characteristics of Age Group ESSENTIAL	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristic of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and plans to accommodate individual needs.
2. Knowledge of Students' Varied Approaches to Learning ESSENTIAL	Teacher is unfamiliar with the different approaches to learning that students exhibit, i.e. learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit, i.e. learning styles, modalities, and different "intelligences."	Teacher displays solid understanding of the different approaches to learning that different students exhibit, i.e. learning styles, modalities, and different "intelligences."	Teacher uses knowledge of students' varied approaches to learning in instructional planning, i.e. learning styles, modalities, and different "intelligences."
3. Knowledge of Students' Skills and Knowledge ESSENTIAL	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills including those with special needs.	Teacher displays knowledge of students' skills including those with special needs and integrates knowledge into lesson planning and design.
4. Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is important.	Teacher recognizes the importance of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students.	Teacher integrates knowledge of the interests or cultural heritage into lesson planning and design.
Comments:				

<u>Component 1c: Selecting Instructional Goals</u>				
ESSENTIAL				
ELEMENT	<u>LEVEL OF PERFORMANCE</u>			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Value ESSENTIAL	Learning goals are not valuable and represent low expectations or no conceptual understanding for students. Learning goals do not reflect important learning.	Learning goals are moderately valuable in expectations, conceptual understanding and importance.	Learning goals are valuable in their level of expectations, conceptual understanding, and importance.	Not only are the learning goals valuable, but also teacher can clearly articulate how learning goals establish high expectations and relate to curriculum frameworks and standards.
2. Clarity ESSENTIAL	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	Goals are clear, written in the form of student learning, and permit viable methods of assessment.
3. Suitability for Diverse Students.	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	Goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
4. Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several different types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.2

<u>Component 1d: Designing Coherent Instruction</u>				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Lesson and Unit Structure ESSENTIAL	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson or unit’s structure is clear and allows for different pathways according to student needs.
2. Learning Activities ESSENTIAL	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	The learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to student and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
3. Resources for Teaching and Student Learning	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher displays awareness of resources available through the school or district and knows how to access them.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
4. Instructional Materials and Resources ESSENTIAL	Materials and resources do not support the instructional goals or engage student in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	Most materials and resources support the instructional goals, and most engage students in meaningful learning.	Materials and resources support the instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials when appropriate.
5. Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are utilized and mostly support the instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups when appropriate. Explain rationale for grouping or non-grouping of students.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.2

<u>Component 1e: Assessing Student Learning</u>				
ESSENTIAL				
ELEMENT	<u>LEVEL OF PERFORMANCE</u>			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Congruence with Instructional Goals ESSENTIAL	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	The instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
2. Criteria and Standards ESSENTIAL	The assessment criteria (rubric) and standards being assessed are unclear.	The assessment criteria (rubric) and standard have been developed, but they may be either unclear or have not been clearly communicated to students.	The assessment was designed prior to instruction. The standards being assessed and the assessment criteria (rubric) have both been clearly communicated to student.	The assessment was designed prior to instruction. The standards being assessed and the assessment criteria (rubric) have both been clearly communicated to student. There is evidence that students use the assessment criteria to self-assess their learning.
3. Use for Planning ESSENTIAL	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students. There is evidence that students use the assessment criteria to self-assess their learning.	Teacher uses assessment results to plan for individuals and groups of students. Students are aware of how they are meeting the established standards and take responsibility for setting their own learning goals.
Comments:				

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Performance in Domain 2 is based on direct classroom observations

<u>Component 2a: Creating an Environment of Respect and Rapport</u>				
ESSENTIAL				
ELEMENT	<u>LEVEL OF PERFORMANCE</u>			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Teacher Interaction With Students ESSENTIAL	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 demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual.
2. Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine respect for one another by supporting each other's learning.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.2

<u>Component 2b: Establishing a Culture for Learning</u>				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Importance of the Content ESSENTIAL	Teacher or students convey a negative attitude toward the content, suggesting that the content 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 of the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and quality of work that they value the content's importance.
2. Student Responsibility for Quality 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 are aware of their responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality.	Students review and reflect to ensure high quality work.
3. Expectations for Learning and Achievement ESSENTIAL	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher collaborate on learning activities, interactions, and environment to promote high expectations of all students.
Comments:				

<u>Component 2c: Managing Classroom Procedures</u>				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity when appropriate.
2. Management of Transitions ESSENTIAL	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students being given and assuming responsibility for their role.
3. Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	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 efficient operation when appropriate.
4. Management of Noninstructional Responsibilities ESSENTIAL	Considerable instructional time is lost in performing expected noninstructional responsibilities.	Systems for performing expected noninstructional responsibilities are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing expected noninstructional responsibilities are in place, resulting in minimal loss of instructional time.	Systems for performing expected noninstructional responsibilities are well established, resulting in efficient use of instructional time.
3. Supervision of Paraprofessionals and volunteers (only if needed)	Paraprofessionals and volunteers have no clearly defined duties or do nothing most of the time.	Paraprofessionals and volunteers are productively engaged during portions of class time but require frequent supervision.	Paraprofessionals and volunteers are productively and independently engaged during the entire class.	Paraprofessionals and volunteers make a substantive contribution to the classroom environment.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.2

<u>Component 2d: Managing Student Behavior</u>				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Expectations ESSENTIAL	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct have been made clear to students by the teacher.	Standards of conduct are clear to students and appear to have been embedded in the culture of the classroom.
2. Monitoring of Student Behavior ESSENTIAL	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 most of the time.	Monitoring by teacher is subtle and preventive. Students contribute to the overall positive behavior of the class.
3. Response to Student Misbehavior ESSENTIAL	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 no serious disruptive behavior occur.	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 or student behavior is entirely appropriate.
Comments:				

<u>Component 2e: Organizing Physical Space</u>				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Safety and Arrangement of Furniture ESSENTIAL	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted to the lesson, with limited effectiveness.	The classroom is safe, and the furniture is adjusted for a lesson or, if necessary, a lesson is adjusted to the furniture effectively.	The classroom is safe, and the furniture arrangement is a resource for learning activities.
2. Accessibility to Learning and Use of Resources	Teacher uses supplies, materials and resources poorly, or learning is not accessible to some students.	Teacher uses supplies, materials and resources adequately, and at least essential learning is accessible to all students.	Teacher uses supplies, materials and resources skillfully, and learning is equally accessible to students.	Both teacher and students use supplies, materials and resources optimally.
Comments:				

DOMAIN 3: INSTRUCTION

Performance in Domain 3 is based on direct classroom observations

Component 3a: Communicating Clearly and Accurately				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	EMERGING/PARTIALLY PROFICIENT	PROFICIENT	DISTINGUISHED
1. Directions and Procedures ESSENTIAL	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
2. Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. 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. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
Comments:				

Component 3b: Using Questioning and Discussion Techniques				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	EMERGING/PARTIALLY PROFICIENT	PROFICIENT	DISTINGUISHED
1. Quality of Questions ESSENTIAL	Teacher's questions are generally of poor quality and do not enhance the learning objective.	Some of the teacher's questions enhance the learning objective. Only some invite a response.	Most of the teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions enhance the learning objective with adequate time for students to respond. Students formulate many questions.
2. Discussion Techniques	Teacher's interaction with students does not promote discussion.	Teacher makes some attempt to engage students in an effective discussion with inconsistent results.	Classroom interaction represents effective discussion, with teacher facilitating.	Teacher facilitates effective discussion wherein students assume responsibility for the success of the discussion, initiating topics and making unsolicited contributions when developmentally appropriate.
3. Student Participation ESSENTIAL	Only a few students participate in the discussion	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages most students in the discussion.	Teachers and students work cooperatively to ensure that all voices are heard in the discussion.
Comments:				

Component 3c: Engaging Students in Learning				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Content of Instruction ESSENTIAL	Content of instruction is inappropriate and unclear or uses poor examples and analogies.	Content of instruction is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Content of instruction is appropriate and links well with students' knowledge and experience.	Content of instruction is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
2. Activities and Assignments ESSENTIAL	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to 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.	Students are cognitively engaged in the activities and assignments in their exploration of content. Where appropriate, students initiate or adapt activities and projects to enhance understanding.
3. Differentiation	Differentiation through instructional grouping and/or individualization is not evident or is inappropriate to the students and/or to the instructional goals of the lesson.	Differentiation through instructional grouping and/or individualization is only moderately successful in addressing the needs of students and advancing the instructional goals of the lesson.	Differentiation is evidenced through instructional groups and/or individualization, which is productive and fully appropriate for most students and the instructional goals of the lesson.	Differentiation is evidenced through instructional grouping and/or individualization, which is productive and fully appropriate to the instructional goals of the lesson. Where developmentally appropriate, students take the initiative to influence instructional groups to advance their understanding.
4. Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not cognitively engage students.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of cognitive engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and cognitively engage most students.	Instructional materials and resources are suitable to the instructional goals and cognitively engage students. Where developmentally appropriate, students are allowed to choose, adapt, or create materials to enhance their own purposes.
5. Structure and Pacing ESSENTIAL	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has 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 consistent/appropriate to the instructional goals.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.2

<u>Component 3d: Providing Feedback to Students</u>				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Quality: Accurate, Substantive, Constructive, and Specific ESSENTIAL	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
2. Timeliness ESSENTIAL	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make use of the feedback in their learning.
Comments:				

<u>Component 3e: Demonstrating Flexibility and Responsiveness</u>				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Lesson Adjustment (only if needed)	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with limited success.	Teacher makes an adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes an adjustment to a lesson that enhances student learning.
2. Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, but the effect disrupts the cohesiveness of the lesson.	Teacher successfully accommodates students' questions or interests while maintaining the integrity of the lesson.	Teacher seizes an opportunity to enhance objectives by building on a spontaneous event.
3. Persistence	Teacher does not assume responsibility for the student's lack of success.	Teacher assumes responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a growing 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.
Comments:				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Performance in Domain 4 is based on the post observation conference

Component 4a: Reflecting on Teaching				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Perception of Lesson Effectiveness ESSENTIAL	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals 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 goals, citing many specific examples from the lesson and weighing the relative strength of each.
2. Use in Future Teaching ESSENTIAL	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.
Comments:				

Component 4b: Maintaining Accurate Records				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Student Completion of Assignments ESSENTIAL	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. In addition, students monitor their own assignment completion.
2. Student Progress in Learning ESSENTIAL	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 and aligns with standards.
3. Noninstructional Records ESSENTIAL	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance when appropriate.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.2

<u>Component 4c: Communicating with Families</u>				
ESSENTIAL				
ELEMENT	<u>LEVEL OF PERFORMANCE</u>			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Information About the Instructional Program ESSENTIAL	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
2. Information About Individual Students ESSENTIAL	Teacher provides minimal information to parents and does not respond professionally to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled professionally and effectively.
Comments:				

<u>Component 4d: Contributing to the School and District</u>				
ELEMENT	<u>LEVEL OF PERFORMANCE</u>			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. 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 positive 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.
2. 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 positive contribution.	Teacher volunteers to participate in school and district projects, making a positive contribution, and assumes a leadership role in a school or district project.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.2

<u>Component 4e: Growing and Developing Professionally</u>				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Enhancement of Content Knowledge and Pedagogical Skill ESSENTIAL	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and systematically applies new knowledge in their classroom.
2. 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, such as mentoring new teachers, writing articles for publication, and making presentations.
Comments:				

<u>Component 4f: Showing Professionalism</u>				
ESSENTIAL				
ELEMENT	LEVEL OF PERFORMANCE			
	<u>UNSATISFACTORY</u>	<u>EMERGING/PARTIALLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
1. Addressing Student Needs	Teacher is unaware of the individual needs of students.	Teacher is inconsistent in addressing the individual needs of students.	Teacher is aware of individual needs of students and effectively addresses those needs.	Teacher is highly proactive in identifying and addressing the individual needs of students.
2. Advocacy ESSENTIAL	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher is unaware of ways they contribute to students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
3. Decision Making ESSENTIAL	Teacher makes decisions based on self-serving interests.	Teacher's decisions 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.
3. Relationships with Colleagues ESSENTIAL	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
4. School Climate ESSENTIAL	Teacher makes little or no contribution to a positive school climate, and behaviors may even have a negative impact.	Teacher makes limited contributions to a positive school climate.	Teacher actively participates in contributing positively to the overall school climate.	Teacher takes a leadership role in building a positive school climate.
5. Professional Responsibilities ESSENTIAL	Teacher inconsistently meets professional responsibilities within expected schedules and deadlines.	Teacher meets professional responsibilities within expected schedules and deadlines most of the time.	Teacher meets professional responsibilities within expected schedules and deadlines.	Teacher completes own responsibilities and also assists others where needed.
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.3

CHERRY CREEK SCHOOL DISTRICT
MID-YEAR FORMATIVE FEEDBACK
PROBATIONARY TEACHER

School Year	_____	_____
Name	_____	Social Security # _____
Position	_____	School _____
Evaluator	_____	Date of Evaluation Conference _____

BACKGROUND AND ASSIGNMENT:

This evaluation is based, in part, on formal observations conducted on the following dates:

Observation Date(s)	Conference Date(s)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In addition to observations, relevant sources of documentation of performance may be cited.

OTHER DATA SOURCES:

When a teacher is judged to perform at the “proficient” level on the essential elements of that domain, no narrative is required for that domain. If a teacher performs at the emerging level on any of the essential elements of a domain, the evaluator will make recommendations for improvement. Future supervision efforts will focus on those elements. It is the expectation that at the end of the probationary period the teacher will be proficient on all essential elements.

- Distinguished performance is that which exceeds the standard. (It is not an expectation that probationary teachers attain this level of performance unless they have extensive prior teaching experience.)
- Proficient performance is that which meets the standard.
- Emerging performance shows developing practice.
- Unsatisfactory performance does not meet the standards.

TEACHING PERSONNEL

Administrative Procedure: 4170.3

Name _____

Performance Standards (Narrative of Strengths and Weaknesses)

Key: U...Unsatisfactory E...Emerging P...Proficient D...Distinguished

- **Indicates an essential element. (First year teachers are only evaluated on essential elements. Second and third year teachers are evaluated on all elements.)**

Domain 1: PLANNING AND PREPARATION	U	E	P	D
1a. Demonstrating Knowledge of Content and Pedagogy				
➤ Knowledge of Content				
➤ Knowledge of Prerequisite Relationships				
➤ Knowledge of Content-Related Pedagogy				
1b. Demonstrating Knowledge of Students				
➤ Knowledge of Characteristics of Age Group				
➤ Knowledge of Students' Varied Approaches to Learning				
➤ Knowledge of Students' Skills and Knowledge				
➤ Knowledge of Students' Interests and Cultural Heritage				
1c. Selecting Instructional Goals				
➤ Value				
➤ Clarity				
➤ Suitability for Diverse Students				
➤ Balance				
1d. Designing Coherent Instruction				
➤ Lesson and Unit Structure				
➤ Learning Activities				
➤ Resources for Teaching and Student Learning				
➤ Instructional Materials and Resources				
➤ Instructional Groups				
1e. Assessing Student Learning				
➤ Congruence with Instructional Goals				
➤ Criteria and Standards				
➤ Use for Planning				
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.3

Name _____

Key: U...Unsatisfactory E...Emerging P...Proficient D...Distinguished

➤ **Indicates an essential element. (First year teachers are only evaluated on essential elements.**

Second and third year teachers are evaluated on all elements.)

Domain 2: CLASSROOM ENVIRONMENT	U	E	P	D
2a. Creating an Environment of Respect and Rapport				
➤ Teacher Interaction With Students				
➤ Student Interaction				
2b. Establishing a Culture for Learning				
➤ Importance of the Content				
Student Responsibility for Quality Work				
➤ Expectations for Learning and Achievement				
2c. Managing Classroom Procedures				
Management of Instructional Groups				
➤ Management of Transitions				
Management of Materials and Supplies				
➤ Management of Non-instructional Responsibilities				
Supervision of Paraprofessionals and volunteers (only if needed)				
2d. Managing Student Behavior				
➤ Expectations				
➤ Monitoring of Student Behavior				
➤ Response to Student Misbehavior				
2e. Organizing Physical Space				
➤ Safety and Arrangement of Furniture				
Accessibility to Learning and Use of Resources				

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.3

Name _____

Key: U...Unsatisfactory E...Emerging P...Proficient D...Distinguished

- **Indicates an essential element. (First year teachers are only evaluated on essential elements. Second and third year teachers are evaluated on all elements.)**

Domain 3: INSTRUCTION	U	E	P	D
3a. Communicating Clearly and Accurately				
➤ Directions and Procedures				
Oral and Written Language				
3b. Using Questioning and Discussion Techniques				
➤ Quality of Questions				
Discussion Techniques				
➤ Student Participation				
3c. Engaging Students in Learning				
➤ Content of Instruction				
➤ Activities and Assignments				
Differentiation				
Instructional Materials and Resources				
➤ Structure and Pacing				
3d. Providing Feedback to Students				
➤ Quality: Accurate, Substantive, Constructive and Specific				
➤ Timeliness				
3e. Demonstrating Flexibility and Responsiveness				
Lesson Adjustment <small>(only if needed)</small>				
Response to Students				
Persistence				

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.3

Name _____

Key: U...Unsatisfactory E...Emerging P...Proficient D...Distinguished

- **Indicates an essential element. (First year teachers are only evaluated on essential elements. Second and third year teachers are evaluated on all elements.)**

Domain 4: PROFESSIONAL RESPONSIBILITIES	U	E	P	D
4a. Reflecting on Teaching				
➤ Perception of Lesson Effectiveness				
➤ Use in Future Teaching				
4b. Maintaining Accurate Records				
➤ Student Completion of Assignments				
➤ Student Progress in Learning				
➤ Non-instructional Records				
4c. Communicating with Families				
➤ Information About the Instructional Program				
➤ Information About Individual Students				
4d. Contributing to the School and District				
Service to the School				
Participation in School and District Projects				
4e. Growing and Developing Professionally				
➤ Enhancement of Content Knowledge and Pedagogical Skill				
Service to the Profession				
4f. Showing Professionalism				
Addressing Student Needs				
➤ Advocacy				
➤ Decision Making				
➤ Relationships with Colleagues				
➤ School Climate				
➤ Professional Responsibilities				

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.3

TEACHER'S COMMENTS: (If you need more space, please write on another sheet of paper and attach.)

Teacher's Signature _____ Date _____
(The teacher's signature does not necessarily indicate agreement with the evaluation, but simply indicates that the teacher has read the evaluation.)

Evaluator's Signature _____ Date _____

Supervisor of Evaluator's Signature _____ Date _____

and/or

Executive Director's Signature _____ Date _____

TEACHING PERSONNEL

Administrative Procedure: 4170.4

**CHERRY CREEK SCHOOL DISTRICT
SUMMATIVE EVALUATION REPORT**

PROBATIONARY TEACHER

School Year _____

Name _____ Social Security # _____

Position _____ School _____

Evaluator _____ Date of Evaluation Conference _____

BACKGROUND AND ASSIGNMENT:

This evaluation is based, in part, on formal observations conducted on the following dates:

Observation Date(s)

Conference Date(s)

In addition to observations, relevant sources of documentation of performance may be cited.

OTHER DATA SOURCES:

When a teacher is judged to perform at the “proficient” level on the essential elements of that domain, no narrative is required for that domain. If a teacher performs at the emerging level on any of the essential elements of a domain, the evaluator will make recommendations for improvement. Future supervision efforts will focus on those elements. It is the expectation that at the end of the probationary period the teacher will be proficient on all essential elements.

- Distinguished performance is that which exceeds the standard. (It is not an expectation that probationary teachers attain this level of performance unless they have extensive prior teaching experience.)
- Proficient performance is that which meets the standard.
- Emerging performance shows developing practice.
- Unsatisfactory performance does not meet the standards.

TEACHING PERSONNEL

Administrative Procedure: 4170.4

PERFORMANCE EVALUATION

Name

Performance Standards (Narrative of Strengths and Weaknesses)

Key: U...Unsatisfactory E...Emerging P...Proficient D...Distinguished

- **Indicates an essential element. (First year teachers are only evaluated on essential elements. Second and third year teachers are evaluated on all elements.)**

Domain 1: PLANNING AND PREPARATION	U	E	P	D
1a. Demonstrating Knowledge of Content and Pedagogy				
➤ Knowledge of Content				
➤ Knowledge of Prerequisite Relationships				
Knowledge of Content-Related Pedagogy				
1b. Demonstrating Knowledge of Students				
➤ Knowledge of Characteristics of Age Group				
➤ Knowledge of Students' Varied Approaches to Learning				
➤ Knowledge of Students' Skills and Knowledge				
Knowledge of Students' Interests and Cultural Heritage				
1c. Selecting Instructional Goals				
➤ Value				
➤ Clarity				
Suitability for Diverse Students				
Balance				
1d. Designing Coherent Instruction				
➤ Lesson and Unit Structure				
➤ Learning Activities				
Resources for Teaching and Student Learning				
➤ Instructional Materials and Resources				
Instructional Groups				
1e. Assessing Student Learning				
➤ Congruence with Instructional Goals				
➤ Criteria and Standards				
➤ Use for Planning				
Comments:				

TEACHING PERSONNEL

Administrative Procedure: 4170.4

Name _____

Key: U...Unsatisfactory E...Emerging P...Proficient D...Distinguished

- **Indicates an essential element. (First year teachers are only evaluated on essential elements. Second and third year teachers are evaluated on all elements.)**

Domain 2: CLASSROOM ENVIRONMENT	U	E	P	D
2a. Creating an Environment of Respect and Rapport				
➤ Teacher Interaction With Students				
➤ Student Interaction				
2b. Establishing a Culture for Learning				
➤ Importance of the Content				
➤ Student Responsibility for Quality Work				
➤ Expectations for Learning and Achievement				
2c. Managing Classroom Procedures				
Management of Instructional Groups				
➤ Management of Transitions				
Management of Materials and Supplies				
➤ Management of Non-instructional Responsibilities				
Supervision of Paraprofessionals and volunteers (only if needed)				
2d. Managing Student Behavior				
➤ Expectations				
➤ Monitoring of Student Behavior				
➤ Response to Student Misbehavior				
2e. Organizing Physical Space				
➤ Safety and Arrangement of Furniture				
Accessibility to Learning and Use of Resources				

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.4

Name _____

Key: U...Unsatisfactory E...Emerging P...Proficient D...Distinguished

- **Indicates an essential element. (First year teachers are only evaluated on essential elements. Second and third year teachers are evaluated on all elements.)**

Domain 3: INSTRUCTION	U	E	P	D
3a. Communicating Clearly and Accurately				
➤ Directions and Procedures				
Oral and Written Language				
3b. Using Questioning and Discussion Techniques				
➤ Quality of Questions				
Discussion Techniques				
➤ Student Participation				
3c. Engaging Students in Learning				
➤ Content of Instruction				
➤ Activities and Assignments				
Differentiation				
Instructional Materials and Resources				
➤ Structure and Pacing				
3d. Providing Feedback to Students				
➤ Quality: Accurate, Substantive, Constructive and Specific				
➤ Timeliness				
3e. Demonstrating Flexibility and Responsiveness				
Lesson Adjustment <small>(only if needed)</small>				
Response to Students				
Persistence				

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.4

Name _____

Key: U...Unsatisfactory E...Emerging P...Proficient D...Distinguished

- Indicates an essential element. (First year teachers are only evaluated on essential elements. Second and third year teachers are evaluated on all elements.)

Domain 4: PROFESSIONAL RESPONSIBILITIES	U	E	P	D
4a. Reflecting on Teaching				
➤ Perception of Lesson Effectiveness				
➤ Use in Future Teaching				
4b. Maintaining Accurate Records				
➤ Student Completion of Assignments				
➤ Student Progress in Learning				
➤ Non-instructional Records				
4c. Communicating with Families				
➤ Information About the Instructional Program				
➤ Information About Individual Students				
4d. Contributing to the School and District				
Service to the School				
Participation in School and District Projects				
4e. Growing and Developing Professionally				
➤ Enhancement of Content Knowledge and Pedagogical Skill				
Service to the Profession				
4f. Showing Professionalism				
Addressing Student Needs				
➤ Advocacy				
➤ Decision Making				
➤ Relationships with Colleagues				
➤ School Climate				
➤ Professional Responsibilities				

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.4

AREAS FOR GROWTH AND IMPROVEMENT

These evaluator’s recommendations should be incorporated into the teacher’s goal setting process the following school year:

PROGRESS ON PROFESSIONAL GOALS:

- Satisfactory
- Unsatisfactory

Comments:

Teacher Signature

Date

Evaluator Signature

Date

The teacher’s signature on this form represents neither acceptance nor approval of the report. It indicates that the teacher has reviewed the report in conference with the evaluator. The teacher may reply in writing. The teacher’s statement should be in duplicate and attached to this form.

Comments attached: Yes No

Supervisor of Evaluator Signature

Date

and/or

Executive Director Signature

Date

The Supervisor’s signature on this form verifies that the report has been reviewed and that the proper process and procedure appear to have been followed.

TEACHING PERSONNEL

Administrative Procedure: 4170.5

**CHERRY CREEK SCHOOL DISTRICT
SUMMATIVE EVALUATION REPORT
PLAN I
TEACHER**

School Year _____

Name _____ Social Security # _____

Position _____ School _____

Evaluator _____ Date of Evaluation Conference _____

BACKGROUND AND ASSIGNMENT:

This evaluation is based, in part, on formal observations conducted on the following dates:

Observation Date(s)

Conference Date(s)

In addition to observations, relevant sources of documentation of performance may be cited.

OTHER DATA SOURCES:

- When a teacher is judged to perform at the “proficient” level on all elements of that domain, no narrative is required. If a teacher performs at the partially proficient level on any of the elements of that domain, the evaluator will make recommendations for improvement. Future supervision efforts will focus on those elements. For teachers who perform at the “unsatisfactory” level on any element, the administrator will create goals for improvement. Teachers who perform at the “unsatisfactory” level in any domain may be moved to the Directed Improvement Plan.
- Distinguished performance is that which exceeds the standard.
- Proficient performance is that which consistently meets the standard.
- Partially Proficient performance does not consistently meet the standard
- Unsatisfactory performance does not meet the standard.

TEACHING PERSONNEL

Administrative Procedure: 4170.5

PERFORMANCE EVALUATION

Name _____

Performance Standards (Narrative of Strengths and Weaknesses)

Key: U...Unsatisfactory PP...Partially Proficient P...Proficient D...Distinguished

Domain 1: PLANNING AND PREPARATION	U	PP	P	D
1a. Demonstrating Knowledge of Content and Pedagogy				
Knowledge of Content				
Knowledge of Prerequisite Relationships				
Knowledge of Content-Related Pedagogy				
1b. Demonstrating Knowledge of Students				
Knowledge of Characteristics of Age Group				
Knowledge of Students' Varied Approaches to Learning				
Knowledge of Students' Skills and Knowledge				
Knowledge of Students' Interests and Cultural Heritage				
1c. Selecting Instructional Goals				
Value				
Clarity				
Suitability for Diverse Students				
Balance				
1d. Designing Coherent Instruction				
Lesson and Unit Structure				
Learning Activities				
Resources for Teaching and Student Learning				
Instructional Materials and Resources				
Instructional Groups				
1e. Assessing Student Learning				
Congruence with Instructional Goals				
Criteria and Standards				
Use for Planning				

Domain 1: PLANNING AND PREPARATION Satisfactory Unsatisfactory

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.5

Name _____

Key: U...Unsatisfactory PP...Partially Proficient P...Proficient D...Distinguished

Domain 2: CLASSROOM ENVIRONMENT	U	PP	P	D
2a. Creating an Environment of Respect and Rapport				
Teacher Interaction With Students				
Student Interaction				
2b. Establishing a Culture for Learning				
Importance of the Content				
Student Responsibility for Quality Work				
Expectations for Learning and Achievement				
2c. Managing Classroom Procedures				
Management of Instructional Groups				
Management of Transitions				
Management of Materials and Supplies				
Management of Non-instructional Responsibilities				
Supervision of Paraprofessionals and volunteers (only if needed)				
2d. Managing Student Behavior				
Expectations				
Monitoring of Student Behavior				
Response to Student Misbehavior				
2e. Organizing Physical Space				
Safety and Arrangement of Furniture				
Accessibility to Learning and Use of Resources				
<p>Domain 2: CLASSROOM ENVIRONMENT <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory</p>				

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.5

Name _____

Key: U...Unsatisfactory PP...Partially Proficient P...Proficient D...Distinguished

Domain 3: INSTRUCTION	U	PP	P	D
3a. Communicating Clearly and Accurately				
Directions and Procedures				
Oral and Written Language				
3b. Using Questioning and Discussion Techniques				
Quality of Questions				
Discussion Techniques				
Student Participation				
3c. Engaging Students in Learning				
Content of Instruction				
Activities and Assignments				
Differentiation				
Instructional Materials and Resources				
Structure and Pacing				
3d. Providing Feedback to Students				
Quality: Accurate, Substantive, Constructive and Specific				
Timeliness				
3e. Demonstrating Flexibility and Responsiveness				
Lesson Adjustment <small>(only if needed)</small>				
Response to Students				
Persistence				

Domain 3: INSTRUCTION Satisfactory Unsatisfactory

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.5

Name _____

Key: U...Unsatisfactory PP...Partially Proficient P...Proficient D...Distinguished

Domain 4: PROFESSIONAL RESPONSIBILITIES	U	PP	P	D
4a. Reflecting on Teaching				
Perception of Lesson Effectiveness				
Use in Future Teaching				
4b. Maintaining Accurate Records				
Student Completion of Assignments				
Student Progress in Learning				
Non-instructional Records				
4c. Communicating with Families				
Information About the Instructional Program				
Information About Individual Students				
4d. Contributing to the School and District				
Service to the School				
Participation in School and District Projects				
4e. Growing and Developing Professionally				
Enhancement of Content Knowledge and Pedagogical Skill				
Service to the Profession				
4f. Showing Professionalism				
Addressing Student Needs				
Advocacy				
Decision Making				
Relationships with Colleagues				
School Climate				
Professional Responsibilities				

Domain 4: PROFESSIONAL RESPONSIBILITIES Satisfactory Unsatisfactory

Comments:

TEACHING PERSONNEL

Administrative Procedure: 4170.5

PROGRESS ON PROFESSIONAL GOALS:

- Satisfactory
- Unsatisfactory

Comments:

**AREAS FOR GROWTH AND/OR IMPROVEMENT
RECOMMENDATIONS TO BE INCORPORATED IN FUTURE GOALS:**

OVERALL PERFORMANCE EVALUATION

- At this time, the teacher demonstrates satisfactory/proficient performance. If so, check box 2 or 3.
- At this time, the teacher meets performance standards and will continue on Plan I.
- At this time, the teacher meets performance standards on Plan I and may pursue a differentiated evaluation format.
- At this time, the teacher does not meet performance standards in at least one element and may repeat Evaluation Plan I or be placed on a Directed Improvement Plan.
- At this time, following the Directed Improvement Plan, the teacher has made the required improvement and will be returned to the evaluation process.
- At this time, following Directed Improvement Plan, the teacher has not made the required improvement and may be placed on remediation.

Teacher Signature

Date

Evaluator Signature

Date

The teacher's signature on this form represents neither acceptance nor approval of the report. It indicates that the teacher has reviewed the report in conference with the evaluator. The teacher may reply in writing. The teacher's statement should be in duplicate and attached to this form.

Comments attached: Yes No

Supervisor of Evaluator Signature

Date

and/or

Executive Director Signature

Date

The Supervisor's signature on this form verifies that the report has been reviewed and that the proper process and procedure appear to have been followed.

TEACHING PERSONNEL

Administrative Procedure: 4170.6

**PLAN FOR GROWTH/IMPROVEMENT
CHERRY CREEK SCHOOL DISTRICT
PLAN II
SUMMATIVE TEACHER EVALUATION FORM**

TEACHER NAME:

SUPERVISOR NAME:

BACKGROUND & ASSIGNMENT:

____ THIS TEACHER IS SATISFACTORY IN ALL PERFORMANCE DOMAINS.

I. PROFESSIONAL PLAN for improving teaching strategies and behaviors to reach student achievement outcomes. For each written goal, clearly state the action plan and how the outcome will be evaluated (to be completed by the end of the first quarter of the second year).

II. SELF-EVALUATION related to the professional plan

III. SUPERVISOR'S END OF THE YEAR SUMMARY

IV. PLAN FOR GROWTH/IMPROVEMENT (Non-evaluation years)

TEACHING PERSONNEL

Administrative Procedure: 4170.7

**CHERRY CREEK SCHOOL DISTRICT
PLAN III
SUMMATIVE TEACHER EVALUATION FORM**

TEACHER NAME:

SUPERVISOR NAME:

BACKGROUND & ASSIGNMENT:

____ THIS TEACHER IS SATISFACTORY IN ALL PERFORMANCE DOMAINS

- I. Standard cover sheet required

- II. Report format and evaluation process shall be jointly developed by the evaluator(s) and evaluatee.

TEACHING PERSONNEL

Administrative Procedure: 4170.8

RECORD OF PROFESSIONAL GROWTH IN NON-EVALUATION YEARS

Teacher's Name _____ Date _____

Supervisor _____ Assignment _____

The following activities will take place during the non-evaluation year
200__ to 200__:

- Informal or formal observation
Date of observation _____
- _____ Specific goal-setting
- _____ Peer coaching
- _____ Peer appraisal
- _____ Self appraisal
- _____ Other: _____
- _____ Other: _____
- _____ Other: _____

Information from peer coaching, peer appraisal, and self appraisal may be included at the teacher's discretion. (Please attach)

Dates of progress conferences:

_____ In attendance: _____

_____ In attendance: _____

_____ In attendance: _____

Administrator/Teacher Summary: _____

Supervisor's Signature

Teacher's Signature

Revised: May 9, 2005

Adopted: May 9, 2005

Effective: July 1, 2005