LCSD #1 Evaluation Philosophy and Teaching Standards

Philosophy

LCSD #1's philosophy of instructional excellence and evaluation is based on professional teaching standards of the Wyoming Professional Teaching Standards Board and Charlotte Danielson's work in <u>Enhancing Professional Practice: A Framework for Teaching.</u>   The underlying premise is that supervision, evaluation, mentoring, and professional development in the areas of planning and preparation, classroom environment, instruction, and professional responsibility are essential in promoting improved student learning.

Trust and confidence promoted through conversation based on these key elements are essential in implementing and maintaining successful educational programs. A district-wide commitment is necessary for evaluation to be effective. Included in this commitment is an obligation to provide the necessary resources, time, and professional development activities, maintaining the belief that supervision, evaluation, professional development and mentoring are part of a cooperative effort among the Board of Trustees, administration, and professional staff to achieve excellence in education for students.

Supervision and evaluation in LCSD #1 support the belief that each person is a unique individual, whose differences allow him/her to demonstrate proficiency in District Teaching Standards in a variety of ways. Supervisors are encouraged to recognize and encourage these differences.

LCSD #1 Professional Teaching Standards

Standard I. All teachers will demonstrate knowledge, skills, and attitudes that enhance pupil self-esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.

Standard II. All teachers will demonstrate a knowledge of general principles of life-long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, cultural, and emotional development.

Standard III. All teachers will demonstrate a knowledge of the legal and ethical considerations of school personnel to include the rights and responsibilities of students, parents, teachers, administrators, and other professional staff members.

Standard IV. All teachers will demonstrate effective communication and consultation techniques with students, parents, families, and other school and community professionals.

Standard V. All teachers will demonstrate knowledge of the standards and content areas they teach and methods of teaching.

Standard VI. All teachers will demonstrate competence in the methods of assessing the learner and designing and executing instructional programs for all students, including the full range of exceptionalities from the gifted student to the handicapped student.

Standard VII. All teachers will demonstrate competence in behavior management to include classroom management skills, intervention strategies, and appropriate socialization and motivation techniques.

Standard VIII. All teachers will demonstrate competence in the use of instructional materials and instructional technology, including computers and software.

Standard IX. All teachers will demonstrate competence in identifying, selecting, adapting, and using a variety of materials and resources for improving programs in a variety of teaching situations.

Standard X. All teachers will demonstrate competence in the development, implementation, and analysis of assessment instruments and their application to the improvement of student learning.

Standard Benchmark Alignment

	Standard	Benchmarks
Standard #1	All teachers will demonstrate knowledge, skills and attitudes which enhance pupil self-esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.	1b, 1e, 2a, 2d, 3b, 3d, 3e, 4e, 4f
Standard #2	All teachers will demonstrate a knowledge of general principles of life-long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, cultural, and emotional development.	1b, 1c, 1e, 2d, 3a, 3b, 3e, 4e, 4f
Standard #3	All teachers will demonstrate a knowledge of the legal and ethical considerations of school personnel, to include the rights and responsibilities of students, parents, teachers, administrators and other professional staff members.	1e, 2a, 2c, 2d, 2e, 4a, 4b, 4e, 4f
Standard #4	All teachers will demonstrate effective communication and consultation techniques with students, parents, families, and other school and community professionals.	1e, 2a, 2c, 2d, 3d, 3e, 4b, 4c, 4d, 4e
Standard #5	All teachers will demonstrate knowledge of the standards and content areas they teach and methods of teaching.	1a, 1c, 1e, 1f, 2b, 2c, 3c, 3e, 4e
Standard #6	All teachers will demonstrate competence in the methods of assessing the learner and designing and executing instructional programs for all students, including the full range of exceptionalities from the gifted student to the handicapped student.	1a, 1b, 1c, 1f, 2a, 2b, 2c, 3a, 3b, 3c, 3e, 4e
Standard #7	All teachers will demonstrate competence in behavior management to include classroom management skills, intervention strategies, and appropriate socialization and motivation techniques.	1a, 1b, 2a, 2c, 2d, 3b, 3c, 3e, 4e
Standard #8	All teachers will demonstrate competence in the use of instructional materials and instructional technology, including computers and software.	1e, 2c, 4b, 4e,
Standard #9	All teachers will demonstrate competence in identifying, selecting, adapting and using a variety of materials and resources for improving programs in a variety of teaching situations.	1d, 1e, 2c, 3b, 3c, 3e, 4e
Standard #10	All teachers will demonstrate competence in the development, implementation and analysis of assessment instruments and their application to the improvement of student learning.	1c, 1e, 1f, 2c, 4e

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TEACHER PERFORMANCE EVALUATION SYSTEM

Laramie County School District Number One
Cheyenne, Wyoming

I. Instructional Philosophy

The Board of Trustees of Laramie County School District Number One along with administrators, certificated personnel, classified personnel, and support staff of the District shall cooperate to provide a free and appropriate education for resident students. Emphasis shall be directed toward achieving each student's overall human development consistent with that student's individual needs and ability.

District instructional and related programs shall define priorities with this philosophy in mind. Review and evaluation of programs shall be consistent in furthering this philosophy. The overall instructional program of Laramie County School District Number One shall emphasize continuous educational growth. District instructional programs shall be designed to meet the needs, abilities, and interests of students and to provide the opportunity for all students to meet or exceed state and district content and performance standards at levels determined by the district.

Prominent Instructional Strategies: The District incorporates a wide variety of instructional strategies in an effort to meet the needs of our students and to enhance student performance on standards such as:

A. Consultation: a support service provided to the classroom teacher for the purpose of improving academic and social behavior.

B. Cooperative Learning: the instructional use of small groups so that students work together to maximize their own and each other's learning.

C. Study Skills Instruction: students learn how to process and remember information in every day content lessons, becoming more efficient learners.

D. Multi-Aged Grouping: children of various ages are grouped in one classroom.

E. Balanced Literacy: the language arts curriculum is integrated, and listening, writing, speaking, and reading are presented to children as related elements of a single unit.

F. CLIP: a reading intervention program for at-risk first graders. Students who are identified as at-risk in reading and writing are taught to use effective reading and writing strategies.

G. Guided Reading: daily practice for 20 to 40 minutes using small group instruction with four to eight students, grouped according to their instructional reading level (based on authentic assessment). Guided reading is teacher directed with a clear focus lesson and may include, but is not limited to, inquiry studies, writing activities, and graphic organizers.

H. Learning Centers: teachers present a wide variety of materials/activities to accommodate all students' learning styles and needs.

I. Peer Tutoring: one child assisting another in the learning of a specific task or concept.

J. Reading and Writing Across the Content Area: emphasis on the teaching of reading and writing by all content-area teachers.

K. Looping: students remain with same teacher for multiple years, reducing the potential negative effects of transition.

L. Mathematics/Problem Solving: research-based, best-practice teaching techniques.

M. Six Traits of Writing: a systematic approach to teaching and assessing writing skills K-12.

N. Standards-Based Instruction: approaches and techniques to design quality units of instruction that are aligned to district and state standards and benchmarks. Through development of an instructional unit, teachers learn how to map curriculum, analyze benchmarks, develop assessments and scoring guides, and plan instructional strategies and activities.

II. Philosophy of evaluation:

A. The district's philosophy of instructional excellence is based on the premise that evaluation and staff development are essential for the improvement of instruction and professional growth. Trust and confidence are key elements in implementing and maintaining a successful program.

B. Evaluation and staff development are cooperative efforts among the Board of Trustees, administration, and professional staff for the purpose of achieving excellence in education for students.

C. Each person is a unique individual and supervisors are encouraged to recognize individual differences and provide feedback and encouragement on a regular basis.

D. A district-wide commitment is necessary for evaluation and staff development to be effective. Included in this commitment must be an obligation to provide the necessary resources, time, and development activities focused on individual, building and district instructional goals.

III. Description of assessment procedures: General Guidelines

A. Building administrators shall review the following items with all teachers:

1. Job Description, Negotiated Agreement, Building Handbook, the location of Board Policy Book
2. Teaching Standards
3. Standard Benchmark Alignment
4. Rubrics for Evaluation
5. Required Artifacts
6. Goal Sheet (Professional Growth Plan)
7. Action Research/Inquiry Project Form
8. Evaluation Forms
9. Discipline/Discharge Procedures
10. Evaluation Time Lines

B. Pre-evaluation conferences will be completed at the first of the school year for initial and continuing contract teachers to review job description, general expectations, building student management procedures, special programs, and student needs. Individual goals (Professional Growth Plan) and/or the Action Research/Inquiry Project should be discussed and written goals developed. The professional growth plan will include format, goal, time line, methods/strategies, and indicators of progress. The Professional Growth Plan and the Action Research/Inquiry Project will be reviewed annually.

C. Initial contract teachers are to be formally evaluated at least twice during each of the first three years. These evaluations must be completed by December 15 and March 15.

D. Continuing contract teachers must be evaluated every year no later than May 15. The evaluation process shall consist of several observations in which data is collected and discussed with the teacher.

E. Feedback must be included as a part of all formal evaluations and submitted to the Human Resource Office.

F. Supervisors must provide the teacher with a copy of all formal, written evaluations. Forms are submitted to the Human Resource Office.

G. Supervisors may use various data collection techniques/evaluation and/or forms during evaluation and data gathering; however, ONLY District adopted evaluation forms are to be submitted to the Human Resource Office for the official Personnel File. One observation must be a minimum of thirty (30) minutes for those on Track I.

IV. Description of the District's complete performance evaluation cycle

All teachers will be evaluated each year. Formal (summative) evaluation will occur every year. The Teacher's Professional Growth Plan and Action Research/Inquiry Project will consist of the administrator and teacher collaboratively developing a plan. The Growth Plan focuses on the improvement of instruction and the subsequent professional growth of the teacher. The Action Research/Inquiry Project focuses on research, resulting in suggestions for change of an educational area of interest. Teachers will be placed on Track I, II, III, or IV of the evaluation plan and will follow the outline identified in the evaluation plan and cycle.

EVALUATION CYCLE

Track I

Track IV
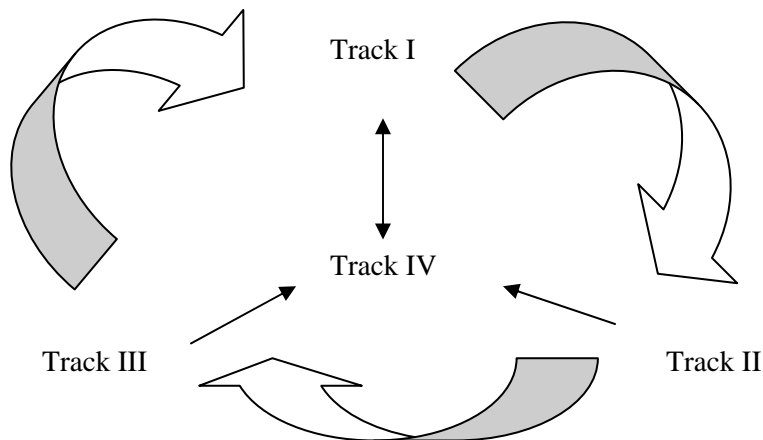
Track III

Track II

EVALUATION PLAN

Track I   **Summative Evaluation**

      A.   All initial contract teachers will be evaluated twice a year by December 15 and March 15.

      B.   Continuing contract teachers will be evaluated once a year by May 15.

      C.   Teachers on Track IV will be evaluated via the Track I Summative Evaluation form.

      D.   Every teacher must complete a Track I Summative Evaluation no less than once every three years.

Track II*   **Professional Growth Plan**

      A.   Teacher completes Self-Assessment Worksheet.

      B.   Administrator completes Track II Summative Evaluation form by May 15.

Track III*   **Action Research/Inquiry Project**

      A.   This may be accomplished individually or as a group.

      B.   This should have a classroom, school, district, or higher education focus.

      C.   The teacher will present research or project to colleagues.

      D.   Administrator completes Track III Summative Evaluation form by May 15.

Track IV   **Action Plan for Teacher Improvement**

      A.   Administrator completes Track I Summative Evaluation.

      B.   Action Plan for Teacher Improvement will be developed by the administrator and teacher if deemed necessary.

V.   Performance areas, criteria, and descriptions

      A.   Individual roles and responsibilities are taken into account by providing specific evaluation forms and rubrics or descriptors for each professional employee group. It is apparent to the District that one generic classroom teacher rubric or descriptor list and evaluation form cannot be applied to all professional groups.

*Track II and III may be completed in any combination in two years.

     NOTE: Artifacts will be completed annually on all tracks.

B.   The District has identified specific rubric or descriptors for all professional groups.

1.   Classroom Teachers
2.   Library/Media Specialists
3.   Psychologists/Psychometrist
4.   Social Workers/Counselors
5.   Occupational/Speech Language
6.   Nurses

PLANNING AND PREPARATION
Benchmark 1a: Demonstrating Knowledge of Content and Pedagogy
Standards: V, VI, VII - Elements:
Knowledge of content ● Knowledge of prerequisite relationships ● Knowledge of content-related Pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	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 knowledge of content and standards, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	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 standards, topics, and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
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 reflect current research on best pedagogical practice within the discipline, but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

PLANNING AND PREPARATION
Benchmark 1b: Demonstrating Knowledge of Students
Standards: I, II, VI, VII - Elements: Knowledge of characteristics (intellectual, social, and emotional) of age group ● Knowledge of students' varied approaches to learning ● Knowledge of students' skills and knowledge ● Knowledge of students' interests and cultural heritage

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics 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 the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, when appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	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 and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
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 valuable.	Teacher recognizes the value 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 and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

PLANNING AND PREPARATION

Benchmark 1c: Selecting Instructional Goals   Standards: II, V, VI, X - Elements: VALUE: Goals represent high expectations for students and reflect important learning and conceptual understanding, curriculum standards, and frameworks ● Clarity: Goals are clearly stated as student learning and permit sound assessment ● Suitability for diverse students: Goals reflect needs of all students in a class ● Balance: Goals represent opportunities for different types of learning–for example, thinking as well as knowledge–and coordination or integration within or across disciplines

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning or District Standards.	Goals based on District Standards are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals based on District Standards are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but the teacher can clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment. Goals are not based on District Standards.	Goals based on District Standards 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 based on District Standards are clear, but may include a few activities. Most permit viable methods of assessment.	All the goals are based on District Standards are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several 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.

PLANNING AND PREPARATION
Benchmark 1d: Demonstrating Knowledge of Resources
Standards: IX - Elements:
Resources for teaching   ● Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

PLANNING AND PREPARATION
Benchmark 1e: Designing Coherent Instruction   Standards: I, II, III, IV, V, VIII, IX, X - Elements: Learning activities   ● Instructional materials and resources   ● Instructional groups   ● Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning Activities	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 based on District Standards are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities based on district standards 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 based on district standards are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the standards based instructional goals or engage students in meaningful learning.	Some of the materials and resources support the standards based instructional goals, and some engage students in meaningful learning.	All materials and resources support the standards based instructional goals, and most engage students in meaningful learning.	All materials and resources support the standards based instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the standards based instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the standards based instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different standards based instructional goals.	Instructional groups are varied, as appropriate to the different standards based instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. The lesson or unit is not based on District Standards. Time allocations are unrealistic.	The lesson or unit is based on district standards and has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit is based on district standards and has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The standards based lesson's or unit's structure is clear and allows for different pathways according to student needs.

PLANNING AND PREPARATION
Benchmark 1f: Assessing Student Learning
Standards: V, VI, X - Elements:
Congruence with instructional goals   ● Criteria and standards   Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with Instructional Goals	Content and methods of assessment lack congruence with district standards and instructional goals.	Some of the instructional goals and standards are assessed through the proposed approach, but many are not.	All the instructional goals and standards 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 and standards, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	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.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

THE CLASSROOM ENVIRONMENT
Benchmark 2a: Creating an Environment of Respect and Rapport
Standards: I, III, IV, VI, VII - Elements:
Teacher interaction with students   ● Student interaction

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
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 caring for one another as individuals and as students.

THE CLASSROOM ENVIRONMENT
Benchmark 2b: Establishing a Culture for Learning
Standards: V, VI - Elements:
Importance of the content ● Student pride in work ● Expectations for learning and achievement

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the Content	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 for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate, through their active participation, curiosity and attention to detail, that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work," but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, by taking initiative to revise drafts, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	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 establish and maintain, through planning of learning activities, interactions, and the classroom environment, high expectations for the learning of all students.

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THE CLASSROOM ENVIRONMENT
Benchmark 2c: Managing Classroom Procedures
Standards: III, IV, V, VI, VII, VIII, IX, X - Elements:
Management of instructional groups   ● Management of transitions   ● Management of materials and supplies   ●   Performance of noninstructional duties   ●   Supervision of volunteers and paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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.
Management of Transitions	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 assuming some responsibility for efficient operation.
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.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Para-professionals	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

THE CLASSROOM ENVIRONMENT
Benchmark 2d: Managing Student Behavior
Standards: I, II, III, IV, VII - Elements:
Expectations ● Monitoring of student behavior ● Response to student misbehavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations	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 are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

THE CLASSROOM ENVIRONMENT
Benchmark 2e: Organizing Physical Space
Standards: III - Elements:
Safety and arrangement of furniture ● Accessibility to learning and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and Arrangement of Furniture	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 for a lesson or, if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe and the furniture arrangement is a resource for learning activities.	The classroom is safe and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

INSTRUCTION
Benchmark 3a: Communicating Clearly and Accurately
Standards II, VI - Elements:
Directions and procedures   ●   Oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Directions and Procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher's directions and procedures are clear to students and contain an appropriate level of detail.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
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 are clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language are correct and expressive, with well-chosen vocabulary that enriches the lesson.

INSTRUCTION
Benchmark 3b: Using Questioning and Discussion Techniques
Standards I, II, VI, VII, IX - Elements:
Quality of questions ● Discussion techniques ● Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion with uneven results.	Classroom interactions represent true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	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 all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

INSTRUCTION
Benchmark 3c: Engaging Students in Learning
Standards: V, VI, VII, IX - Elements: Representation of content ● Activities and assignments ●
Grouping of students Instructional materials and resources ● Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their ages 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.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

INSTRUCTION
Benchmark 3c- Continued: Engaging Students in Learning
Standards: V, VI, VII, IX - Elements:
Representation of content   ●   Activities and assignments   ●   Grouping of students
Instructional materials and resources   ●   Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' levels of mental engagement are moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice adaptation or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

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INSTRUCTION
Benchmark 3d: Providing Feedback to Students
Standards: I, IV - Elements:
Quality; accurate, substantive, constructive, and specific   ●   Timeliness

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality; Accurate, Substantive, Constructive, and Specific	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.
Timeliness	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 prompt use of the feedback in their learning.

INSTRUCTION
Benchmark 3e: Demonstrating Flexibility and Responsiveness
Standards: I, II, IV, V, VI, VII, IX - Elements:
Lesson adjustment   ●   Response to students   ●   Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the students's lack of success.	Teacher accepts 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 moderate 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.

PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES
Benchmark 4a: Reflecting on Teaching
Standards: III - Elements:
Accuracy ● Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know if a lesson was effective or achieved its goals or profoundly misjudged 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.
Use in Future Teaching	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 may be tried another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES
Benchmark 4b: Maintaining Accurate Records
Standards: III, IV, VIII - Elements:
Student completion of assignments ● Student progress in learning ● Noninstructional records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Non-instructional records	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.

PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES
Benchmark 4c: Communicating with Families
Standards: IV - Elements: Information about the instructional program   ●   Information about individual students   ●   Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information About the Instructional Program	Teacher provides family with little information about the instructional program.	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.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively 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 with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistent attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES
Benchmark 4d: Contributing Leadership to the School and District
Standards: IV - Elements:
Relationships with colleagues   ●   Service to the school   ●   Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district require.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in major school or district project.

PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES
Benchmark 4e: Growing and Developing Professionally
Standards I, II, III, IV, V, VI, VII, VIII, IX, X - Elements:
Enhancement of content knowledge and pedagogical skill   ●   Service to the profession

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
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.

PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES
Benchmark 4f: Showing Professionalism
Standards: I, II, III - Elements:
Service to the students ● Advocacy ● Decision making

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Service to Students	Teacher is not alert to students' needs.	Teacher is inconsistent in serving students.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teachers does not knowingly contribute to some 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 undeserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited 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.

Optional Observation Checklist

Classroom "Look-Fors"

_____	Student-centered classroom	_____	Active learning
_____	Small group activities	_____	Evidence of correctives/enrichments
_____	Authentic/real world experience	_____	Student self assessment
_____	Students made aware of standards	_____	Evidence of professional development

Effective Teaching Techniques

_____	Anticipatory set	_____	Meaningful practice
_____	Behavior of teacher as learner	_____	Modeling
_____	Checking for understanding	_____	Modeling practice procedure
_____	Compliments	_____	Monitoring/Monitoring progress
_____	Content	_____	Personal interest
_____	Correctives	_____	Positive reinforcement
_____	Courtesy	_____	Progress on teacher goal(s)
_____	Delving	_____	Prompts
_____	Dignified response	_____	Proximity
_____	Distribute practice and response	_____	Raising level of concern
_____	Extensions	_____	Reasons for praise
_____	Feedback	_____	Re-teaching
_____	Feeling tone	_____	Reward
_____	High level questioning	_____	Short intense practice
_____	Holding students accountable	_____	Small meaningful bits of practice
_____	Humor	_____	Sponge activities
_____	Independent study	_____	Statement of objective
_____	Individual helping	_____	Success
_____	Input	_____	Time on task
_____	Latency	_____	Transfer
_____	Listening	_____	Touching
_____	Mass practice	_____	Using teachers' keys, peers, or self to check for accuracy

Comments:_____

_____

_____

_____

_____

_____

Laramie County School District #1
Self-Assessment Worksheet

<u>Teachers</u>

Name _____ School _____ Date _____

To be used as a resource for additional study, understanding of components, and gathering evidence. Carefully reflect on your teaching experience and your performance in each of the four domains of teaching. Evaluate yourself as honestly as possible on each element. Refer to the instrumentation in this section of the handbook to help you determine your level of performance.

Key: U – Unsatisfactory   B – Basic   P – Proficient   D – Distinguished

U	B	P	D	**Planning and Preparation**
				1a Demonstrating Knowledge of Content and Pedagogy ST: V, VI, VII
				1b Demonstrating Knowledge of Students ST: I, II, VI, VII
				1c Selecting Instructional Goals ST: II, V, VI, X
				1d Demonstrating Knowledge of Resources ST: IX
				1e Designing Coherent Instruction ST: I, II, III, IV, V, VIII, IX, X
				1f Assessing Student Learning Through Student-Generated Products ST: V, VI, X

U	B	P	D	**The Classroom Environment**
				2a Creating an Environment of Respect and Rapport ST: I, III, IV, VI, VII
				2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Laramie County School District #1 ST: V, VI
				2c Managing Classroom Procedures ST: III, IV, V, VI, VII, VIII, IX, X
				2d Managing Student Behavior ST: I, II, III, IX, X
				2e Organizing Physical Space ST: III

U	B	P	D	**Instruction**
				3a Communicating Clearly and Accurately ST: II, VI
				3b Using Questioning and Discussion Techniques ST: I, II, VI, VIII, IX
				3c Engaging Students in the Work ST: V, VI, VII, IX
				3d Providing Feedback to Students ST: I, IV
				3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work ST: I, II, IV, V, VI, VII, IX

U	B	P	D	**Professional and Leadership Responsibilities**
				4a Reflecting on Teaching ST: III
				4b Maintaining Accurate Records ST: III, IV, VIII
				4c Communicating with Families ST: IV
				4d Contributing Leadership to the School and District ST: IV
				4e Growing and Developing Professionally ST: I, II, III, IV, V, VI, VII, VIII, IX, X
				4f Showing Professionalism ST: I, II, III

Laramie County School District #1
Track I Summative Evaluation

Teacher

Name _____ School _____ Date _____

Wherever a "U" or "D" is given, comments describing the performance are required.

Key: U – Unsatisfactory   B – Basic   P – Proficient   D – Distinguished

				Planning and Preparation
U	**B**	**P**	**D**	
				1a Demonstrating Knowledge of Content and Pedagogy ST: V, VI, VII
				1b Demonstrating Knowledge of Students ST: I, II, VI, VII
				1c Selecting Instructional Goals ST: II, V, VI, X
				1d Demonstrating Knowledge of Resources ST: IX
				1e Designing Content Instruction ST: I, II, III, IV, V, VIII, IX, X
				1f Assessing Student Learning Through Student-Generated Products ST: V, VI, X
				The Classroom Environment
U	**B**	**P**	**D**	
				2a Creating an Environment of Respect and Rapport ST: I, III, IV, VI, VII
				2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Laramie County School District #1 ST: V, VI
				2c Managing Classroom Procedures ST: III, IV, V, VI, VII, VIII, IX, X
				2d Managing Student Behavior ST: I, II, III, IX, X
				2e Managing Physical Space ST: III
				Instruction
U	**B**	**P**	**D**	
				3a Communicating Clearly and Accurately ST: II, VI
				3b Using Questioning and Discussion Techniques ST: I, II, VI, VIII, IX
				3c Engaging Students in the Work ST: V, VI, VII, IX
				3d Affirming the Performance of Students ST: I, IV
				3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work ST: I, II, IV, V, VI, VII, IX
				Professional and Leadership Responsibilities
U	**B**	**P**	**D**	
				4a Reflecting on Teaching ST: III
				4b Maintaining Accurate Records ST: III, IV, VIII
				4c Communicating with Families ST: IV
				4d Contributing Leadership to the School and District ST: IV
				4e Growing and Developing Professionally ST: I, II, III, IV, V, VI, VII, VIII, IX, X
				4f Showing Professionalism ST: I, II, III

General Comments:
Commendations and/or concerns:

6. Recommendations:

_____ One year only assignment

_____ Retain in present position

_____ Retain in present position but must show improvement
(Action plan for improvement must be MUTUALLY developed and attached by date)

_____ Recommended termination **(Documentation must be attached)**

Employee Response:

_____ I agree with this evaluation

_____ I disagree with this evaluation **(Statement Attached)**

_____ I have read the evaluation and have no comment

_____   _____   _____   _____
Teacher's Signature   Date   Administrator's Signature   Date

Teachers may submit and attach their own written comments.

Track I, II, and III
Artifacts
Teachers

Required Artifacts:

- Communicating with Family Log*

- School, District, and Community Contributions Log*

- Unit plan based on standards*

Optional Artifacts (May be added at the teacher's discretion):

- Copy of teaching certification

- Sample daily lesson plans

- Class activity descriptions, which include correctives and enrichments

- Student evaluation samples

- Examples of student work

- Class schedules

- Instructional artifacts (project guidelines, class or homework assignments, worksheets)

- Samples of home communication

- Reflection sheets

As the portfolio's purpose is to document attainment of the components of the framework and to stimulate professional conversation, there are many other possible artifacts that could be included.

*denotes required artifacts to be included annually

Professional Development

School, District, and Community Contribution Log

Standards I, II, III, IV, V, VI, VII, VIII, IX, X

Name _____   Grade/Subject _____   School Year _____

Date	Activity Workshops, conferences, committee meetings, open house, etc.	Benefits Derived or Contributions Made	Notes

Laramie County School District #1
Family Contact Log
Standard 4 and Benchmark C

Name _____ Grade/Subject _____ School Year _____

Date	Student Name	Person Contacted	Type of Contact	Reason or Purpose	Notes

Laramie County School District #1
Track II
Professional Growth Plan: Guidelines for Development

A professional growth plan may be developed by an individual teacher, or a team of employees may elect to collaboratively develop a plan. The plan may be for 1 or 2 years. At the conclusion of the plan, a Track II Summative Evaluation will be completed. Revisions to the plan may be completed annually.

Professional Growth Plan Element	Suggestions
• What **format** will be used? Format could include:	May work independently or collaborate with an administrator, multidisciplinary or grade level team, or use a combination of approaches
• What is the **goal** of your Professional Growth Plan? Goals could include:	Individual, team, building, or district goals that result in improvement of student learning
• What is the **timeline** for your plan? Timeline could include:	1-year or 2-year plan; include a detailed timeline
• What **methods/strategies** will be used? Methods/strategies could include:	Action research, coaching, videotaping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations, teacher academies
• What are the **indicators of progress**? Indicators of progress could include:	Student work portfolios, videotapes of classes, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case study analysis, professional portfolios, benchmarks
• What **resources/support** are needed? Resources/support could include:	Classroom materials, student materials, journals, workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, release time, administrative support

Laramie County School District #1
Track II
Professional Growth Plan: Description

Teacher _____   Participant(s) _____

Building _____ Subject _____   Length of plan: 1 or 2 years

Format _____

Goal:

Describe how this will improve student learning:

   1.   Methods/Strategies

   2.   Indicators of Progress

   3.   Resources/Support Needed

Teacher(s) Signature_____   Administrator's Signature_____

Starting date of plan_____Today's date_____

Additional pages may be added. A word processor may be used to write the plan in lieu of this form.

LARAMIE COUNTY SCHOOL DISTRICT NUMBER ONE
Track II Summative Evaluation

Teacher

Teacher's Name _____ School _____ Year _____

Assignment _____ Evaluation _____

Please indicate whether or not the teacher met the District's expectations in each of the following major performance areas. In addition, please indicate if the goals were completed for the year and attach the Professional Growth Plan to this evaluation.

Components of Professional Practice	Meets Expectations	Does Not Meet Expectations
Planning and Preparation	_____	_____
Classroom/School Environment	_____	_____
Instruction/Position Responsibility	_____	_____
Professional Responsibilities	_____	_____

Were Professional Growth Goals Accomplished? _____ Yes _____ No _____ In Progress (Two Year Goal)

Comments:

Recommendations:
_____ One year only assignment
_____ Retain in present position
_____ Retain in present position but must show improvement
(Action plan for improvement must be MUTUALLY developed and attached by date)
_____ Recommended termination **(Documentation must be attached)**

Employee Response:
_____ I agree with this evaluation
_____ I disagree with this evaluation **(Statement Attached)**
_____ I have read the evaluation and have no comment

_____ _____ _____ _____
Teacher's Signature   Date   Administrator's Signature   Date

Teachers may submit and attach their own written comments.

Laramie County School District #1
Track III
Action Research/Inquiry Project Plan: Guidelines for Development

An action research plan or inquiry project may be developed by an individual teacher, or a team of employees may elect to collaboratively develop a plan focusing on the improvement of instruction. The plan may be for one or two years. At the conclusion of the action research project, a Track III Summative Evaluation will be completed. Revisions to the plan may be completed annually.

ACTION RESEARCH PLANNER

Stage of Action Research	Suggestions
• Finding and Framing Research **Questions** (s)	Consider research questions that respond to issues that: involve teaching and learning, you're deeply concerned about, you'd like to do something about, and are doable

• Selecting **Tools**	Consider:
	  a. Data collection tools you will use
	  b. If you need to develop any of these tools
	  c. Who you will need permission from
	  d. Who you will need to talk to
	  e. What materials you will need

• Collecting **Data**	Interview, surveys, student work, teacher artifacts, journals, observational checklists, planning documents
• Analyzing **Data**	Write up what the data shows
• Making **Conclusions** and **Recommendations**	What changes (if any) do you think should come about as a result of your findings
• **Presentation**	Present your findings to a teaching partner, other staff members, parents, parent organizations, an administrator, any relevant audience

Laramie County School District #1
Track III
Action Research/Inquiry Project Plan: Description

_____

Teacher _____ Participant(s)_____

Building_____

    1.   Research question:

    2.   Describe data collection tools:

    3.   Describe data collection methods:

    4.   Expected timeline:

Teacher's signature_____

Administrator's signature_____

Starting date of plan_____ Today's date_____

Additional pages may be added. A word processor may be used to write the research plan in lieu of this form.

LARAMIE COUNTY SCHOOL DISTRICT NUMBER ONE
Track III Summative Evaluation

Teacher

Teacher's Name _____ School _____ Year _____

Assignment _____ Evaluation _____

Please indicate whether or not the teacher met the District's expectations in each of the following major performance areas. In addition, please indicate if the goals were completed for the year and attach the Professional Growth Plan to this evaluation.

Components of Professional Practice	Meets Expectations	Does Not Meet Expectations
Planning and Preparation	_____	_____
Classroom/School Environment	_____	_____
Instruction/Position Responsibility	_____	_____
Professional Responsibilities	_____	_____

Were Professional Growth Goals Accomplished? _____ Yes _____ No _____ In Progress (Two Year Plan)

Comments:

Recommendations:
_____ One year only assignment
_____ Retain in present position
_____ Retain in present position but must show improvement
        (Action plan for improvement must be MUTUALLY developed and attached by date)
_____ Recommended termination **(Documentation must be attached)**

Employee Response:
_____ I agree with this evaluation
_____ I disagree with this evaluation **(Statement Attached)**
_____ I have read the evaluation and have no comment

_____ _____ _____ _____
Teacher's Signature   Date   Administrator's Signature   Date

Teachers may submit and attach their own written comments.

Laramie County School District Number One
Track IV
Action Plan for Teacher Improvement

If an area is identified as needing improvement, the following steps shall be followed in succession:

I. **Awareness Phase**

1. A meeting shall be held between the teacher and the administrator to discuss the issue. Teachers on Track IV will be evaluated via the Track I Summative Evaluation.

II. **Assistance Phase**

1. Supervision (which may include observation) shall be increased and feedback provided.
2. A peer coach shall be offered by the administrator to assist with effective educational practices, classroom management strategies and/or any other area identified as needing improvement. The peer coach shall be mutually agreed upon by the administrator and the member of the unit.

III. **Disciplinary Phase**

1. Reasons for placing a teacher in the Disciplinary Phase include, but are not limited to, the following:

    - Unsatisfactory performance, neglect of duty, insubordination, or incompetency.
    - Not meeting the Standards for Effective Teaching after being in the Assistance Phase.
    - Insubordination.
    - Specific policy or rule violation(s).

2. The Disciplinary Phase begins with a meeting between the teacher and administrator. An employee representative may be present, if desired.

3. The administrator will identify in writing the specific Standard(s), rule, or policy in violation. The teacher will be given an opportunity to respond. Following the discussion, a mutually developed plan of improvement will be developed.

4. A written plan of improvement shall be developed by the administrator and the member of the unit. The plan shall:

    - Identify and define areas to be improved;
    - Set goals and objectives for improvement that are reasonable, measurable and achievable;
    - Set timelines;
    - Establish positive and negative consequences;
    - The teacher shall be offered the assistance of a peer coach. The peer coach will be mutually agreed upon by the administrator and the member of the unit;
    - Provide a review.

Laramie County School District Number One
Track IV
Action Plan for Teacher Improvement

Teacher's Name	**School/Building**
Assignment	**Date**

I.   **Statement of Professional Teaching Standards or area needing improvement**

II.   **Goals and objectives for improvement which are reasonable, measurable, and achievable.**

III.   **Timeline**

IV. Monitoring System

V. Final Evaluation
_____Successful completion
_____Continue/Modify
_____Unsuccessful (Specify next step)

_____   _____
 Administrator's Signature   Date   Teacher's Signature   Date