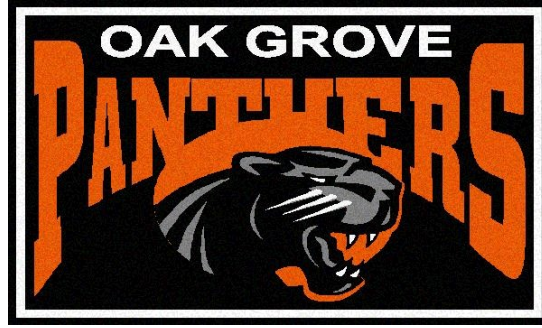


Oak Grove R-VI School District



Guidelines for *Performance Based* *Teacher Evaluation*

Oak Grove R-VI School District
Oak Grove, MO. 64075

OAK GROVE R-VI SCHOOL DISTRICT

-Performance Based Teacher Evaluation-

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Building and Central Office Administrators

OAK GROVE SCHOOL DISTRICT

601 SE. 12th St.

OAK GROVE, MISSOURI

Freddie Doherty, Superintendent

Approval by the Oak Grove Board of Education

May 21, 2007

Oak Grove R-VI Evaluation Timeline

Non-Tenured						Tenured		
Year	1	2	3	4	5	1	2	3
Formative Observation	At least 2 per year, with at least 1 scheduled, and 1 unscheduled and participation in an administrator /supervisor approved professional development option.					Two observations during teacher's summative year annually by May.		
Drop-In Observation	FREQUENT**					FREQUENT**		
Professional Development Plan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Administrator And Teacher Meet	By Oct 30 and March Board of Education Meeting Annually	By Oct 30 and March Board of Education Meeting Annually	By Oct 30 and March Board of Education Meeting Annually	By Oct 30 and March Board of Education Meeting Annually	By Oct 30 and March Board of Education Meeting Annually	By Oct 30 and May Board of Education Meeting Annually	By Oct 30 and May Board of Education Meeting Annually	By Oct 30 and May Board of Education Meeting Annually
Data Collection	Teacher and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					Teacher and administrator collect data throughout the cycle; data for evaluation purposes must be available by dates established by administrator.		
Summative Evaluation Report	Teacher and administrator meet to review data collected and summative evaluation report by March Board of Education meeting of each year.					Teacher and administrator meet to review data collected and report by March Board of Education meeting of summative year*.		

OAK GROVE R-VI SCHOOL DISTRICT -- FORMATIVE OBSERVATION FORM

Teacher _____ ☐ P (1-2) ☐ P (3-5) ☐ T Date _____

Grade/Subject _____ Time In _____ Time Out _____

Learner Objective / GLE _____

1 – Student Engagement Levels
H-High (Above 90%)
M-Moderate (75-89%)
L-Low (50-74%)
D-Disengaged (Below 50%)

2 – Depth of Knowledge Levels
Level 1 – Recall
Level 2 – Skill/Concept
Level 3 – Strategic Thinking
Level 4 – Extended Thinking

3 – Type(s) of Technology in Use

C - Student computers
M - Multimedia / Digital camera
G - Graphic calculators
B - Interactive Board
H - Handheld computers
I - Internet
L - Lab Equipment
P - Projective device
S - Student Response System
T - Teacher workstation
O - Other

Technology Use Level
Level 1 – Teacher Administration
Level 2 – Teacher Instruction
Level 3 – Student Application

Student Work on Display in Classroom
☐ Numerous examples displayed
☐ Some examples displayed
☐ Not displayed

Purpose of Displayed Work
☐ Exemplars' work displayed with scoring guide
☐ Inclusive display (student work displayed regardless of quality)
☐ Purpose of display not distinguishable

Instructional Activity Method Observed	1- Student Engagement	Teacher Engagement	2- Depth of Knowledge	3-Technology Type & Level	Minutes Observed
Class discussion	H M L D	Y N	1 2 3 4	___1 2 3	
Cooperative learning (specify structure)	H M L D	Y N	1 2 3 4	___1 2 3	
Group work	H M L D	Y N	1 2 3 4	___1 2 3	
Guided practice	H M L D	Y N	1 2 3 4	___1 2 3	
Hands-on/experiments/laboratory work	H M L D	Y N	1 2 3 4	___1 2 3	
Learning centers	H M L D	Y N	1 2 3 4	___1 2 3	
Lecture	H M L D	Y N	1 2 3 4	___1 2 3	
Peer evaluation	H M L D	Y N	1 2 3 4	___1 2 3	
Question and answer	H M L D	Y N	1 2 3 4	___1 2 3	
Seat work (e.g., worksheets, textbook readings)	H M L D	Y N	1 2 3 4	___1 2 3	
Student presentations	H M L D	Y N	1 2 3 4	___1 2 3	
Transitional	H M L D	Y N	1 2 3 4	___1 2 3	
Other	H M L D	Y N	1 2 3 4	___1 2 3	
Instructional Strategies	Student Engagement	Teacher Engagement	Depth of Knowledge	Technology Type & Level	Minutes Observed
Graphic organizers	H M L D	Y N	1 2 3 4	___1 2 3	
Nonlinguistic representation	H M L D	Y N	1 2 3 4	___1 2 3	
Problem-based/project-based learning	H M L D	Y N	1 2 3 4	___1 2 3	
Research - generating and testing hypotheses	H M L D	Y N	1 2 3 4	___1 2 3	
Identifying similarities and differences (compare and contrast)	H M L D	Y N	1 2 3 4	___1 2 3	
Summarizing and note taking	H M L D	Y N	1 2 3 4	___1 2 3	
Other	H M L D	Y N	1 2 3 4	___1 2 3	

CLASSROOM LEARNING ENVIRONMENT

<p>The physical climate is:</p> <p><input type="checkbox"/> Conducive to learning</p> <p><input type="checkbox"/> Somewhat conducive to learning</p> <p><input type="checkbox"/> Not conducive to learning</p> <p><i>(Check all that apply)</i></p> <p><input type="checkbox"/> Classroom design</p> <p><input type="checkbox"/> Attractiveness</p> <p><input type="checkbox"/> External disruptions</p> <p><input type="checkbox"/> Cleanliness</p> <p><input type="checkbox"/> Temperature</p> <p><input type="checkbox"/> Other: _____</p>	<p>The instructional climate is:</p> <p><input type="checkbox"/> Conducive to learning</p> <p><input type="checkbox"/> Somewhat conducive to learning</p> <p><input type="checkbox"/> Not conducive to learning</p> <p><i>(Check all that apply)</i></p> <p><input type="checkbox"/> Disruptive behavior</p> <p><input type="checkbox"/> Off-task behavior</p> <p><input type="checkbox"/> Lack of organization</p> <p><input type="checkbox"/> Internal disruptions</p> <p><input type="checkbox"/> Other: _____</p>	<p><input type="checkbox"/> Differentiated instruction observed.</p> <p><input type="checkbox"/> Differentiated instruction not observed.</p> <p>Describe why not observed: _____</p> <p><input type="checkbox"/> Teacher reinforced effort or provided feedback.</p> <p><input type="checkbox"/> Teacher reinforced effort or provided feedback not observed.</p> <p>Describe why not observed: _____</p> <p><input type="checkbox"/> Teacher effectively managed student behavior(s).</p> <p><input type="checkbox"/> Teacher did not effectively manage student behavior(s).</p> <p>Describe why: _____</p>
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Administrator/Observer comments:

Teacher comments:

Signature of Teacher

Date

Signature of Administrator

Date

OAK GROVE SCHOOL DISTRICT

Summative Evaluation

Teacher:

Grade/Subject:

Administrator/Supervisor:

Date:

School:

Criteria	Exceeds	Meets	Progressing	Does Not Meet
<i>1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.</i>	The teacher causes students to actively participate and engage in activities/learning that integrate the skills of gathering, analyzing and applying information and ideas in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to gather, analyze, and apply information and ideas to the authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.

Comments:

<i>2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.</i>	Exceeds: The teacher causes students to actively participate and engage in activities/learning that integrate the skills of communicating effectively within and beyond the classroom in an authentic setting/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the	Meets: The teacher causes students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning	Progressing: The teacher is inconsistent in causing students to engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an	Does Not Meet: The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process.
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	development of learning experiences that integrate process skills in an authentic fashion.	experiences that are appropriate to the goal.	inconsistent development of learning experiences that are appropriate to the goal.	Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
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Comments:

3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.	Exceeds: The teacher causes students to actively participate and engage in activities/learning that integrate the skills of recognizing and solving problems in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	Meets: The teacher causes students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	Progressing: The teacher is inconsistent in causing students to engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	Does Not Meet: The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
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Comments:

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.	Exceeds: The teacher causes students to actively participate and engage in activities/learning that integrate the skills of making decisions and acting as a responsible member of society in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process.	Meets: The teacher causes students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts	Progressing: The teacher is inconsistent in causing students to engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts	Does Not Meet: The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are
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	Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	demonstrate the development of learning experiences that are appropriate to the goal.	demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
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Comments:

<i>5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.</i>	Exceeds: The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments that are authentic to the goals, objectives and content of the instruction. The teacher maintains and uses data to reflect and move beyond grading to modify instructional practices and materials to enhance the learning of all students.	Meets: The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments. The teacher maintains and uses data from his/her assessment activities to modify instruction.	Progressing: The teacher has an awareness of informal and formal (traditional and performance-based) assessments. The teacher shows some evidence of data collection, primarily for assignment of a grade but not for modification of instruction.	Does Not Meet: The teacher shows little or no evidence of the use of informal and formal (traditional and performance-based) assessments. Data collection is minimal and insufficient for a grade or modification of instruction.
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Comments:

<i>6. The teacher provides continuous feedback to students and family.</i>	Exceeds: The teacher provides frequent information to student and family, as appropriate, about the instructional program. Students participate in preparing materials for their families. The teacher frequently communicates with student and family on both negative and positive aspects of student progress, using instructional and behavioral artifacts, and is proactive in responding to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and successful. Students	Meets: The teacher provides frequent information to student and family, as appropriate, about the instructional program. The teacher communicates with student and family about student progress, using instructional and behavioral artifacts, on a regular basis and is available as needed to respond to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and ongoing.	Progressing: The teacher participates in school's activities for student and family communication but offers little additional information. The teacher adheres to the school's required procedures for student and family communication. Responses to family concerns are minimal. The teacher's attempts to engage families in the instructional program are inconsistent.	Does Not Meet: The teacher provides little information about the instructional program to students and/or families. The teacher provides minimal response to parents' concerns about students. The teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
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	contribute ideas for projects that will be enhanced by family participation.			
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Comments:

<i>7. The teacher assists students in the development of self-assessment skills.</i>	Exceeds: The teacher consistently incorporates opportunities and expectations for students to engage in self-reflection, self-assessment and metacognition as a means of evaluating and refining their own learning. Instructional artifacts (scoring guides, check-lists, examples of student products, etc...) demonstrate clean/understandable and high expectations for all student performance or product. Instructional artifacts assist the student in setting and progressing toward goals.	Meets: The teacher consciously encourages and supports student self-assessment and metacognition as a means to enhancing the student's learning and achievement. Instructional artifacts (scoring guides, check-lists, examples of student products, etc...) demonstrate clean/understandable and high expectations for student performance or product.	Progressing: The teacher demonstrates inconsistent evidence for student self-assessment and reflection. Instructional artifacts are limited and inconsistent in demonstrating clear expectations for student performance or product.	Does Not Meet: The teacher shows little or no evidence for student self-assessment and reflection. Instructional artifacts show little or no evidence of defining expectations for student performance or product.
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Comments:

<i>8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.</i>	Exceeds: The teacher selects the assessment based on how efficient and effective the technique measures the district's curriculum guide proficiencies. The teacher customizes instruction based on analysis of individual students needs. Connection of instructional strategies to assessment is clearly evident and well planned.	Meets: The types of assessments used are aligned with the district's curriculum guide. The teacher selects instructional strategies and content based on group need. Connection of instructional strategies to assessment is evident and planned.	Progressing: The types of assessments used may not be the best match with the district's curriculum guide. The teacher selects instructional strategies based on scope and sequence. Connection of instructional strategies to assessment is limited.	Does Not Meet: The types of assessments used often do not match with the district's curriculum guide. The teacher selects next content pieces based on textbook or informal sequence. Connection of instructional strategies to assessment is not evident.
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Comments:

<p>9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.</p>	<p>Exceeds: The teacher collects a variety of student data prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with frequent and specific feedback provided to students. The assessment plan provides a sufficient body of evidence about a student's growth that is valid, credible information from which generalizations about student growth can be made.</p>	<p>Meets: The teacher collects data on student learning prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with appropriate feedback provided to the students. The assessment plan provides a sufficient body of evidence about students that is valid, credible information.</p>	<p>Progressing: The teacher collects summative data and some informal data prior to instruction. The teacher uses limited types of assessments. The assessment plan provides a body of evidence that is not sufficient for all decisions being made.</p>	<p>Does Not Meet: The teacher collects summative data or data that is too limited to make effective judgments. The teacher uses only post tests. The assessment plan provides a substantially limited body of evidence that is not sufficient for all the decisions being made.</p>
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Comments:

<p>10. The teacher demonstrates appropriate preparation for instruction.</p>	<p>Exceeds: The teacher understands not only the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society, but also demonstrates understanding of the most important elements/issues/strands of the discipline necessary for students to develop a deep understanding of the subject matter. The teacher chooses the most appropriate and robust examples, analogies, and experiences as opportunities for students to make meaning of the subject matter. Objectives of the lesson are clear and developed in an innovative, sequential, and logical fashion. The teacher utilizes district and community resources.</p>	<p>Meets: The teacher demonstrates a substantial command of relevant subject matter, its structures and tools of inquiry, and its applicable connections to other areas of the curriculum. Instructional artifacts demonstrate an understanding of common misunderstandings held by the learners. Lessons are designed with an understanding of the developmental level of the students and builds upon students' prior knowledge. Objectives of the lesson are clear and developed in a logical fashion. The teacher utilizes district resources.</p>	<p>Progressing: The teacher demonstrates a basic knowledge of the disciplines(s). The teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding. Instructional and/or assessment artifacts tend to isolate and emphasize lower-level learning of the discipline; one cannot generalize from these that the teacher knows how to create coherent, personally meaningful learning opportunities for students. Lessons are designed that often set too high or low an expectation for the developmental level of the students. Objectives of the lesson are stated but limited in connection to instruction. The teacher demonstrates limited awareness of district resources.</p>	<p>Does Not Meet: The teacher demonstrates little or no evidence of a basic knowledge of the discipline(s). The teacher demonstrates flaws or gaps in disciplinary understanding. Instructional and/or assessment artifacts are limited and tend to isolate and emphasize lower-level learning of the discipline; one cannot generalize from these that the teacher knows how to create coherent, personally meaningful learning opportunities for students. Lessons are designed that set too high or low an expectation for the developmental level of the students. Objectives of the lesson are seldom stated and greatly limited in connection to instruction. The teacher is not aware of district resources.</p>
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Comments:

<p><i>11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.</i></p>	<p>Exceeds: The teacher selects, uses, and evaluates a variety of instructional strategies, based on careful analysis of curriculum objectives, student needs and experiences. The teacher makes use of a rich mixture of basic and advanced content and skills to promote students' development in these areas. Reflections on instructional artifacts demonstrate the teacher's ability to match instructional strategies with content/or skills to be taught. Instructional groups are varied, as appropriate to the different instructions goals. There is evidence of student choice in selecting different patterns of instructional groups.</p>	<p>Meets: The teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs. Although artifacts demonstrate the use of a variety of strategies, reflections may not clearly establish the teacher's ability to match specific strategies with the content and/or skills to be taught. Instructional groups are varied, as appropriate to different instructional goals.</p>	<p>Progressing: The teacher uses a limited set of instructional strategies to create lessons mostly at the recall/recognition level. The teacher reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.</p>	<p>Does Not Meet: The teacher shows little or no evidence of using even a limited set of instructional strategies and strategies used are at the recall/recognition level. The teacher shows no evidence of the ability to engage students in active learning; rather, instructional artifacts indicate a teacher-centered, whole-class approach to instruction. Instructional groups are seldom used.</p>
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Comments:

<p><i>12. The teacher creates a positive learning environment.</i></p>	<p>Exceeds: The teacher shows evidence that standards of conduct are clear to all students and appear to have been developed with student participation. The teacher demonstrates genuine caring and respect for individual students. Students demonstrate genuine caring for one another as individuals and students. Students take obvious pride in their work and initiate improvement of work.</p>	<p>Meets: The teacher shows evidence that standards of conduct are clear to all students. Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Student interactions are generally polite and respectful. Students accept teacher insistence on work of high quality and demonstrate pride in their work.</p>	<p>Progressing: The teacher shows evidence that standards of conduct appear to have been established for most situations, and most students seem to understand them. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies. Students do not demonstrate negative behaviors toward one another. Students minimally accept the responsibility to do good work.</p>	<p>Does Not Meet: The teacher shows no evidence to indicate that standards of conduct appear to have been established, or students are confused as to what the standards are. The teacher's interactions with at least some students are negative, demeaning, or sarcastic. Conflict, sarcasm, or put-downs characterize student interactions. Students demonstrate little or no pride in their work.</p>
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Comments:

13. The teacher effectively manages student behaviors.	Exceeds: The teacher's monitoring of students is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. The teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. The teacher follows appropriate discipline code and serves as a "significant adult" role model for students.	Meets: The teacher is alert to student behavior at all time. The teacher's response to behavior is appropriate and respects the student's dignity, or student behavior is generally appropriate. The teacher takes appropriate actions as needed, consistent with district and building rules and policies.	Progressing: The teacher is generally aware of student behavior but may miss the activities of some students. The teacher's attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs. The teacher usually takes appropriate actions as needed, consistent with district and building rules and policies.	Does Not Meet: Student behavior is not monitored, and the teacher is unaware of what students are doing. The teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity. The teacher does not take or inconsistently takes required disciplinary action with students.
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Comments:

14. The teacher communicates appropriately with students, parents, community and staff.	Exceeds: The teacher is professionally appropriate and proactive when communicating with students, parents, community, and staff. The teacher frequently and successfully communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models, supports, and expects students to use effective verbal, nonverbal, and media communication tools and techniques as integral tools of learning.	Meets: The teacher is professionally appropriate when communicating with students, parents, community, and staff. The teacher frequently communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models clear and articulate verbal, nonverbal, and media communication tools and techniques in all communication with the students, parents, community, and staff.	Progressing: The teacher is occasionally professionally inappropriate when communicating with students, parents, community, and staff. The teacher adheres to the school's procedures for communicating with students, parents, community, and staff, and the teacher demonstrates effective verbal and written communication skills and presentation techniques. Use of media communication is limited.	Does Not Meet: The teacher is professionally inappropriate when communicating with students, parents, community, and staff. The teacher shows little evidence of communicating with students, parents, community, and staff in order to support instructional school issues. The teacher shows little evidence of effective verbal and written communication skills.
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Comments:

15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.	Exceeds: The teacher is professionally appropriate and proactive when interacting with students, parents, community, and staff. The teacher frequently and successfully interacts with students, parents, community, and staff in order to support instructional school issues and responds to concerns with great sensitivity and understands differences.	Meets: The teacher is professionally appropriate when interacting with students, parents, community, and staff. The teacher frequently interacts with students, parents, community, and staff in order to support instructional issues and is appropriately available to respond to concerns.	Progressing: The teacher is occasionally professionally inappropriate when interacting with students, parents, community, and staff. The teacher adheres to the school's procedures for interacting with students, parents, community, and staff but often is unavailable to respond to concerns.	Does Not Meet: The teacher is professionally inappropriate when interacting with students, parents, community, and staff. The teacher shows little evidence of interacting with students, parents, community, and staff in order to support instructional school issues.
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Comments:

16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.	Exceeds: The teacher seeks out multiple opportunities for professional development and assists the district in providing professional development that enhance content knowledge and pedagogical skills. Professional development is focused and aligned to district and building goals and objectives.	Meets: The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. Professional development is aligned to district and building goals and objectives.	Progressing: The teacher participates in professional development activities to a limited extent when they are convenient. Professional development is often not congruent with district and building goals and objectives.	Does Not Meet: The teacher engages in no professional development activities to enhance knowledge or skill. The teacher does not attend professional development events offered by the district and provides no evidence of skill development outside of the school setting.
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Comments:

17. The teacher engages in professional growth.	Exceeds: The teacher has a Professional Development Plan that defines and documents an innovative teaching behavior and makes strong connections between the new behavior and student achievement. The PDP is linked to building and district goals and specific criteria. The teacher initiates important activities to contribute to the profession, such as frequently sharing new ideas and serving as a mentor to others interested in new teaching behaviors.	Meets: The teacher has a Professional Development Plan that defines and documents a new behavior of professional practice and the impact of such practice on student learning. The PDP is clearly linked to building and district goals and specific criteria. The teacher participates actively in sharing knowledge with others.	Progressing: The teacher has a Professional Development Plan that provides limited documentation of new behaviors of professional practice and the impact of such practice on student learning. The teacher finds limited ways to share knowledge with others.	Does Not Meet: The teacher does not have a Professional Development Plan that documents new behaviors of professional practice and the impact of such practice on student learning. The teacher makes no effort to share knowledge with others.
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Comments:

18. The teacher adheres to all the policies, procedures and regulations of the building and district.	Exceeds: The teacher serves as a resource to other teachers, either as individuals or in groups in imparting knowledge and direction of Board of Education policy, building and district procedures and regulations. The teacher is proactive in completing assigned duties. The teacher uses appropriate resources to solve professional conflicts. The teacher produces forms, reports, and plans that can be used	Meets: The teacher demonstrates knowledge of Board of Education Policies, building and district procedures and regulations. The teacher is consistent in completing assigned duties in a prompt and accurate fashion. The teacher uses identified appropriate resources to solve professional conflicts. The teacher completes forms, reports, and plans that meet district expectations.	Progressing: The teacher accesses appropriate resources to gain direction of Board of Education policies, building and district procedures and regulations. The teacher is inconsistent in completing assigned duties in a prompt and accurate fashion. The teacher is aware of appropriate resources to access to solve professional conflicts. The teacher completes forms, reports, and plans that need minor	Does Not Meet: The teacher provides little evidence of awareness of Board of Education policies, building and district procedures and regulations. The teacher fails to complete assigned duties in a prompt and accurate manner. The teacher has little or no knowledge of the appropriate resources to access to solve professional conflicts. The teacher does not complete required forms, reports, and
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	as examples of models with other district employees.		modifications to meet district policy.	plans according to district policy.
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Comments:

19. The teacher assists in maintaining a safe and orderly environment within the school setting.	Exceeds: The teacher consistently provides supervision as directed by building administrators and voluntarily supervises students as needed to assist the safe operation of the building.	Meets: The teacher consistently provides supervision as directed by building administrator.	Progressing: The teacher is inconsistent in providing supervision as directed by building administrator.	Does Not Meet: The teacher does not provide supervision as directed by building administrator.
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Comments:

20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.	Exceeds: The teacher's professional relationships with colleagues are supportive and cooperative. The teacher takes initiative in assuming leadership among the faculty. The teacher volunteers to participate in school events and building/district projects and committees and assumes a leadership role in at least some capacity.	Meets: The teacher's professional relationships with colleagues are supportive and cooperative. The teacher volunteers to participate in school events and building/district projects and committees, making a contribution.	Progressing: The teacher maintains cordial professional relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in school events and build/district projects and committees only when specifically asked.	Does Not Meet: The teacher's professional relationships with colleagues are negative or self-serving. The teacher avoids becoming involved in school events and building/district projects and committees.
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Comments:

Additional Summative Information:

_____Punctual with contracted time _____Professional attire _____Parent communication

Comments:

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for Employment:

Renewal of Employment:

Teacher's

Comments: _____

Note: My signature of this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

_____	_____	_____	_____
Teacher's Signature	Date	Administrator/Supervisor's Signature	Date

BOE approval May 21, 2007

Oak Grove R-VI School District

Glossary of Performance Based Teacher Evaluation (PBTE) Terms

Differentiated Instruction: A flexible approach to teaching in which the teacher plans and carries out varied approaches to content, process, and product in anticipation of and in response to student differences in readiness, interests, and learning needs (Tomlinson, 1995).

Engagement: Active participation.

ALL INFORMATION BELOW PROVIDED AND COPIED FROM

Classroom Instruction that Works: Research-based strategies for Increasing Student Achievement. Marzano, R., Pickering, D., and Pollack, J. 2001, ASCD.

Cooperative learning: Gig saw, turn/talk, pair-share, partners, etc.

1. Organizing groups based on ability levels should be done sparingly.
2. Cooperative groups should be kept rather small in size.
3. Cooperative learning should be applied consistently and systematically, but not over-used.

Variety of criteria for groups, informal, formal, and base groups, managing group size and combining cooperating learning with other classroom structures are classroom practices.

Learning centers: Individual or group work with learning occurring either with or without the teacher.

Graphic organizer: Student-teacher produced visual tool or organizer to organize information.

Nonlinguistic representation: Pictures or demonstration of information.

1. A variety of activities produce non-linguistic representations.
 2. Non-linguistic representations should elaborate on knowledge.
- Creating graphic organizers and physical models are classroom practices.

Identifying similarities and differences:

1. Presenting students with explicit guidance in identifying similarities and differences enhances students' understanding of and ability to use knowledge.
 2. Asking student to independently identify similarities and difference enhances students' understand of and ability to use knowledge.
 3. Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge.
- Comparing, Classifying, Metaphors, and Analogies are classroom practices.

Summarizing:

1. To effectively summarize, students must delete some information, substitute some information, and keep some information.
 2. To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level.
 3. Being aware of explicit structure of information is an aid to summarizing information.
- “Rule-based” strategy, Summary frames, and reciprocal teaching are classroom practices.

Note taking:

1. Verbatim note taking is, perhaps, the least effective way to take notes.
 2. Notes should be considered a work in progress.
 3. Notes should be used as student guides for test.
 4. The more notes that are taken, the better.
- Teacher-prepared, various formats, and combination notes are classroom practices.

Reinforcing effort:

1. Not all students realize the importance of believing in effort.
 2. Students can learn to change their beliefs to an emphasis on effort.
- Teaching about effort and keeping track of effort and achievement are classroom practices.

Providing feedback:

1. Feedback should be corrective in nature.
 2. Feedback should be timely.
 3. Feedback should be specific to a criterion.
 4. Students can effectively provide some of their own feedback.
- Criterion-referenced feedback, feedback for specific types of knowledge and skill, and student-led feedback are classroom practices.

Research generating and testing hypotheses:

1. Hypotheses generation and testing can be approached in a more inductive or deductive manner.
 2. Teachers should ask students to clearly explain their hypotheses and their conclusions.
- Structured tasks and explanation of hypotheses and their conclusions are classroom practices.

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Classroom Instruction that Works: Research-based strategies for Increasing Student Achievement. Marana, R., Pickering, D., and Pollack, J. 2001, ASCD.

Depth of Knowledge

Level 1 Recall

Recall of a fact, information, or procedure.

Level 2 Skill/Concept

Use information or conceptual knowledge, two or more steps, etc.

Level 3 Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.

Level 4 Extended Thinking

Requires an investigation, time to think and process multiple conditions of the problem.