



Columbus
School District

Evaluation Process & Instrument

Purpose: Enhancement of Teaching and Learning

Revised: January, 2012

District Policy & Regulation – Evaluations 3123

Columbus School District Teacher Evaluation System Evaluation Process and Instrument

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Teacher Evaluation Process

New Employee

1. Employee participates in New Teacher Induction program.
2. Supervisor meets with New Employee to discuss evaluation system.
The Evaluation is based on the Wisconsin Teacher Standards included in this packet.
(See also <http://dpi.wi.gov/tepd/standards.html>)
3. Supervisor will conduct at least three Classroom Observations periodically throughout the school year.
4. Meet with supervisor to discuss each Classroom Observation.
5. Supervisor completes New Employee Evaluation Form.
6. Meet with Supervisor to discuss evaluation.
7. Supervisor, with input from New employee, recommends any areas of targeted improvement for the following year.
8. Both parties sign New Evaluation form.
9. New Evaluation form and all Classroom Observations are placed in employee file.



New Teacher Evaluation Form

Teacher: _____

Date: _____

Administrator: _____

Performance Responsibilities	Area of Concern	Developing	Proficient
Guide the learning process toward student mastery of the curriculum and achievement of school and district goals Observations/Comments:			
Provide students with clear, specific formative and summative feedback to both facilitate individual learning and assess student progress Observations/Comments:			
Establish and maintain positive relationships with students and create a classroom and school environment that is conducive to learning, reinforcing the student code of conduct as needed Observations/Comments:			
Differentiate instruction and assessment to best meet the needs of students Observations/Comments:			
Work collaboratively with colleagues Observations/Comments:			

Performance Responsibilities	Area of Concern	Developing	Proficient
<p>Communicate regularly with parents to discuss student progress, answer parents' questions, and promote positive parent involvement Observations/Comments:</p>			
<p>Engage in continual professional improvement and maintain proficiency in the Wisconsin Educator Standards Observations/Comments:</p>			
<p>Act in a professional manner and represent and promote the District in the classroom, school, and community Observations/Comments:</p>			
<p>Adhere to applicable state and federal laws, Department of Public Instruction regulations, Board of Education and District policies and guidelines, and unit/department requirements Observations/Comments:</p>			
<p>Perform such other tasks and assume such other responsibilities as the Supervisor may assign from time to time Observations/Comments:</p>			

Areas of Strength:

-

-

Targeted Areas for Improvement:

-

-

Comments and Recommendation:

-

-

Teacher

Date

Supervisor

Date

Wisconsin Educator Standards - Teachers

1. Teachers know the subjects they are teaching.
 - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow.
 - The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.
 - The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.
 - The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom.
 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.
 - The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.
 - The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.
 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.
 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.
 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.



Teacher Evaluation Process

Professional Development Plan (PDP)

1) Set Professional Development Goal

- a) Reflect on teaching experiences and other information
 - i) Last evaluation
 - ii) Current school/district goals
 - iii) Student achievement data
 - iv) Feedback from students and parents
 - v) Wisconsin Educator Standards
- b) Complete Proposed Goal Form
- c) Obtain feedback from supervisor
- d) Both Teacher and Supervisor sign form when there is mutual agreement
- e) Must be completed within the first four weeks of school.

2) Write Professional Development Plan

- a) Complete Professional Development Plan form based on your goal
- b) Meet with Supervisor to discuss plan and edit as needed
- c) Both Teacher and Supervisor sign plan when there is mutual agreement
- d) Must be completed within first eight weeks of school.

3) Carry out Professional Development Plan

- a) Supervisor provides ongoing formative feedback as requested.
- b) Share plan and progress with grade level/department team on January Curriculum Monday
- c) Collect data as proposed

4) Collect Parent/Student Feedback (if desired) –

Required for teachers in second year of three-year cycle to be included in Three-Year Review.

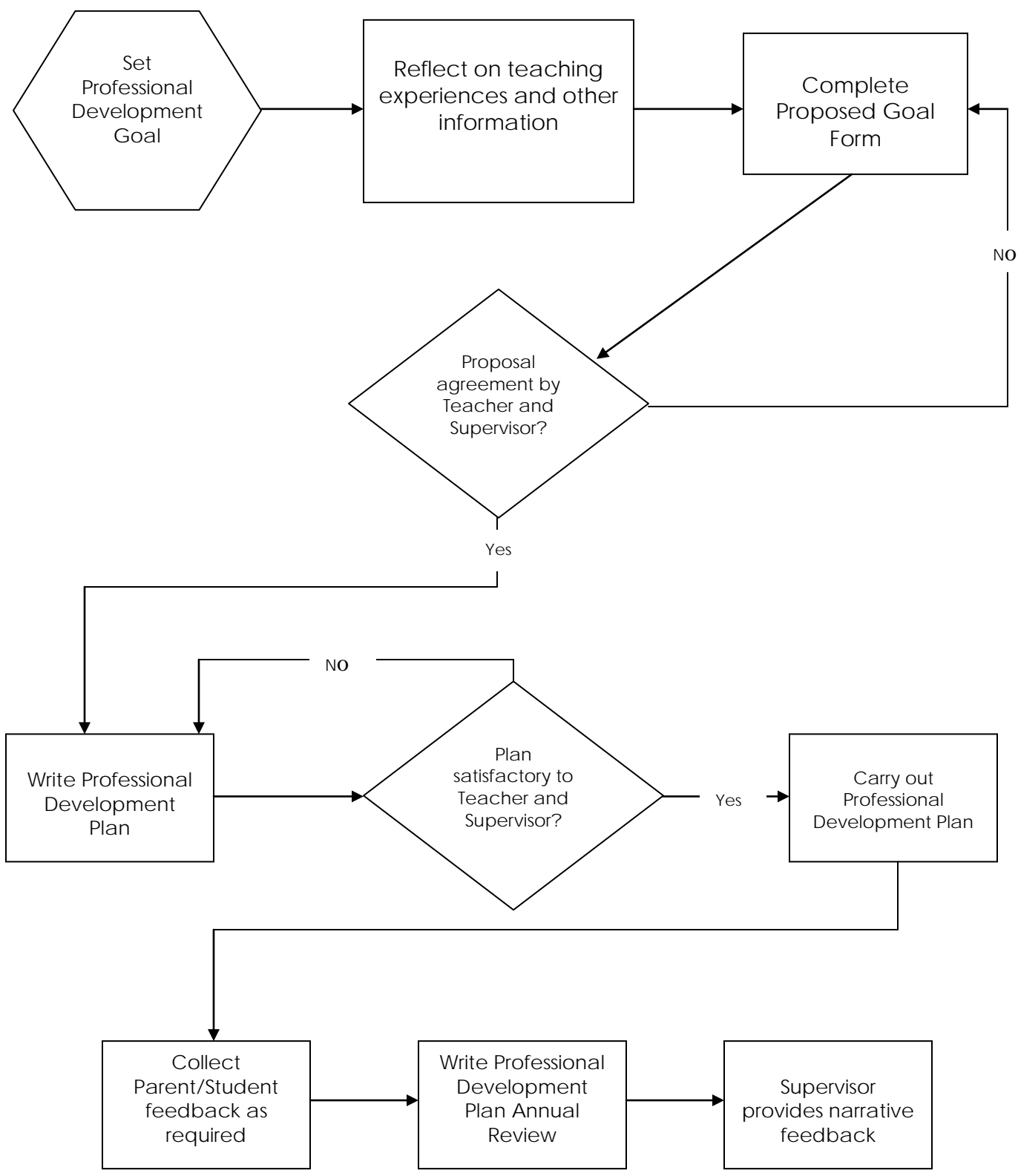
5) Professional Development Plan Annual Review

- a) One review form for evaluation cycle years 1 & 2
- b) Annual Review Form must be turned in to Supervisor by April 15st.
- c) Meet with Supervisor to discuss progress
- d) Supervisor provides comments
- e) Signed copy is placed in personnel file

6) Three-Year Review

- a) More in-depth review for third year
- b) Includes summary of feedback from parents and students
- c) Three-year review form must be turned in to Supervisor by February 1st
- d) Supervisor provides written feedback
- e) Both parties sign
- f) Completed Review Form is placed in personnel file.

Teacher Evaluation Process Professional Development Plan





Professional Development Plan Proposed Goal

Name:	
Year:	

Please think about the target areas from your last evaluation, current school/district goals, student achievement data, feedback from students and parents, the Wisconsin Educator Standards, etc., and then reflect on the professional development areas that most interest you and would have the greatest positive impact on your students' learning.

Proposed Goal Area	
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On the back of this sheet or on another piece of paper, please **create a mind map, web, or other graphic organizer of your goal area.**

Describe why you picked this area	
-----------------------------------	--

Initial Statement of Professional Development Goal*	
---	--

**"I will... [research, study, learn, apply, etc.]*

So that... [describe what you want to see happening differently with student learning]."

Review Checklist for Statement of the Goal(s)

- Will your goal impact your professional growth?
- Will the professional growth you identified have an effect on student learning?

6. Final Statement of Professional Development Goal**

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**" I will. . . so that. . . as evidenced by. . . "

Teacher

Date

Supervisor

Date



Professional Development Plan

Name:	
Year:	

Statement of Professional Development Goal	
---	--

Plan for Assessing Success <i>How will you know you have succeeded? How will you show improvement in student learning?</i>	
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Action Plan

Activity	Timeline	Collaboration	Date Completed

What do you need in order to carry out your plan?	<ul style="list-style-type: none">•••
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Teacher

Date

Supervisor

Date



Professional Development Plan Annual Review

Name:	
Year:	

Professional Goal:

CLEARLY EXPLAIN YOUR RESPONSES TO THESE QUESTIONS:

As you reflect on your professional development this year:

◆ What changes/growth have you seen in yourself?

◆ What changes/growth have you seen in your students?

◆ What challenges did you have in professional growth this year?

◆ What helped you and what would you do differently in the future?

◆ Will you continue with the same professional development goal next year or will you choose a new one? ◆ Why?

Supervisor Comment:

_____	_____
Teacher	Date



Professional Development Plan Three Year Review

Name:	
Year:	

Professional Goal:

PROFESSIONAL DEVELOPMENT RELECTION & REVIEW

Clearly explain your responses to these questions.

As you reflect on your professional development over the past three years:

◆ What changes/growth have you seen in yourself?

◆ What changes/growth have you seen in your students?

◆ What did you learn from parent and/or student feedback?

◆ Based on your experience over the past three years, what area(s) of professional development are you interested in for next year? Why?

TALK MORE ABOUT WHAT YOU DO

These questions are meant to facilitate discussion with your supervisor.

Answers may be brief but should provide adequate information about your teaching practices.

◆ What are your most successful strategies for establishing and maintaining positive relationships with students and creating a classroom and school environment that is conducive to learning?

◆ Please give an example of how you differentiate instruction and assessment to best meet the needs of your students.

◆ Please list or attach examples of how you communicate with parents.
What strategies have made your parent communication most effective?

◆ List ways that you assess student learning.
Please include information about both formative and summative assessment or attach examples.

◆ Please give an example of how you collaborate with others
(e.g., other teachers, support staff, community members, etc.)

Teacher

Date



Teacher Evaluation Process

Formal Teacher Evaluation

1. Supervisor completes Formal Evaluation form. The Formal Evaluation form is based on the Wisconsin Teacher Standards included in this packet. (See also <http://dpi.wi.gov/tepd/standards.html>)
2. Meet with Supervisor to discuss Formal Evaluation. Both parties sign Formal Evaluation.
3. Supervisor develops Professional Improvement Plan. Both parties sign Professional Improvement Plan.
4. Meet with Supervisor to discuss plan and any needed resources to carry out the plan.
5. Supervisor will conduct three or more Classroom Observations periodically throughout the time span of the Professional Improvement Plan.
6. Meet with Supervisor to discuss each classroom observation.
7. Supervisor completes the Formal Evaluation form.
8. Meet with Supervisor to discuss Formal Evaluation.
9. Both parties sign Formal Evaluation.
10. Formal Evaluation, Professional Improvement Plan, and Observations are placed in Employee file.

Formal Evaluation Process



Formal evaluation is in lieu of the Professional Development Plan. It is anticipated that a move to Formal Evaluation will happen infrequently and that prior to such a move, the employee and his/her supervisor will have worked collaboratively to build professional capacity and alleviate performance concerns.

Supervisors decide when and if an employee moves from the PDP to Formal Evaluation based on accumulated evidence that the employee is unable or unwilling to independently make changes to his/her professional practice such that Wisconsin professional standards are adequately met. The move to a Formal Evaluation system signifies that the employee requires supervisor-directed goals related to targeted areas of needed improvement.

Examples of accumulated evidence to move from PDP to Formal Evaluation include, but are not limited to the following:

- Classroom observations with feedback
- Documented supervisor-employee discussions related to performance
- Written directives
- Evidence of continued inadequate student learning
- Evidence of failures to follow District policy
- Significant breach of District policy or professional conduct – (note that a single instance may result in a move to Formal Evaluation)

Once an employee is notified that he/she will be moving to the Formal Evaluation system, the supervisor will complete the Formal Evaluation form. Based upon this evaluation, an Improvement Plan will be developed that identifies specific performance criteria for improvement and the method(s) of assessing progress toward those criteria. The Improvement Plan and the accompanying assessments become part of the employee's record. The employee will move back to the PDP system when that employee's next Formal Evaluation indicates adequate competency in professional standards.

In rare circumstances, inability or unwillingness to make adequate professional changes in order to meet the performance criteria of an Improvement Plan may result in a change in employment status.

Wisconsin Educator Standards - Teachers

1. Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.



Formal Teacher Evaluation Form

Teacher	
Date	
Administrator	

Performance Responsibilities	Not Proficient	Making Progress	Proficient
Guide the learning process toward student mastery of the curriculum and achievement of school and district goals Observations/Comments:			
Provide students with clear, specific formative and summative feedback to both facilitate individual learning and assess student progress Observations/Comments:			
Establish and maintain positive relationships with students and create a classroom and school environment that is conducive to learning, reinforcing the student code of conduct as needed Observations/Comments:			

Performance Responsibilities	Not Proficient	Making Progress	Proficient
Differentiate instruction and assessment to best meet the needs of students Observations/Comments:			
Work collaboratively with colleagues Observations/Comments:			
Communicate regularly with parents to discuss student progress, answer parents' questions, and promote positive parent involvement Observations/Comments:			
Engage in continual professional improvement and maintain proficiency in the Wisconsin Educator Standards Observations/Comments:			
Act in a professional manner and represent and promote the District in the classroom, school, and community Observations/Comments:			
Adhere to applicable state and federal laws, Department of Public Instruction regulations, Board of Education and District policies and guidelines, and unit/department requirements Observations/Comments:			

Performance Responsibilities

Not
Proficient

Making
Progress

Proficient

Perform such other tasks and assume such other responsibilities as the Supervisor may assign from time to time

Observations/Comments:

Areas of Strength:

-
-

Targeted Areas for Improvement:

-
-

Comments and Recommendation:

-
-

Teacher

Date

Supervisor

Date

Examples of Completed Forms





Professional Development Plan Proposed Goal

Name:	John Doe
Year:	2011-2012

Please think about the target areas from your last evaluation, current school/district goals, student achievement data, feedback from students and parents, the Wisconsin Educator Standards, etc., and then reflect on the professional development areas that most interest you and would have the greatest positive impact on your students' learning.

Proposed Goal Area	Implementation of Responsive Classroom
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On the back of this sheet or on another piece of paper, please **create a mind map, web, or other graphic organizer of your goal area.**

Describe why you picked this area	<p>Creating a positive, accepting classroom environment where children feel a sense of belonging and community has always been a goal of mine. In recent years, it has seemed to be more of a challenge to achieve the environment that I feel is essential to learning.</p> <p>The Responsive Classroom way of working with students has been an interest since we began working with it last year. I took the training class in the summer and found ways to incorporate the Morning Meeting to help students become more successful. Throughout this year, I would like to put in the necessary time and effort to incorporate this component into my classroom.</p>
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Initial Statement of Professional Development Goal*	I will apply the components of the morning meeting so that students can improve social, emotional, and intellectual learning.
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*"I will... [research, study, learn, apply, etc.]

So that... [describe what you want to see happening differently with student learning]."

Review Checklist for Statement of the Goal(s)

- Will your goal impact your professional growth?
- Will the professional growth you identified have an effect on student learning?

7. Final Statement of Professional Development Goal**	I will apply the components of the morning meeting so that students can improve social, emotional, and intellectual learning.
--	---

***" I will. . . so that. . . as evidenced by. . . "*

Teacher

Date

Supervisor

Date



Professional Development Plan

Name:	John Doe
Year:	2011-2012

Statement of Professional Development Goal	I will apply the components of the morning meeting so that students can improve social skills to include cooperation, assertion, responsibility, empathy, and self-control (CARES).
---	---

Plan for Assessing Success <i>How will you know you have succeeded? How will you show improvement in student learning?</i>	I will create a checklist listing the five social skills and write at beginning of year, middle of year, and end of the year observations on each student. I will create a survey for children to rate their feeling of belonging security/acceptance, and fun.
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Action Plan

Activity	Timeline	Collaboration	Date Completed
Responsive classroom training	August 20-25	K-4 staff	August 25
Incorporate the four components of Morning Meeting	All Year	Unit Members	
Extend the Morning Meeting components as children are ready	All Year	Unit Members	
Complete beginning, middle, and end of the year observations	October, January, May		
Keep a journal of my frustrations, successes and questions	All Year		
Have Carolyn observe my morning meeting when she visits in October and/or November	October 15 November 12	Colleagues	
Observation of Morning Meeting by my principal on two occasions for feedback	Fall, Winter		

What do you need in order to carry out your plan?	<ul style="list-style-type: none"> Responsive classroom training Collaborative meeting time with Carolyn and my unit members.
--	---

Teacher

Date

Supervisor

Date



Professional Development Plan Annual Review

Name:	John Doe
Year:	2011-2012

Professional Goal:

I will apply the components of the morning meeting so that students can improve social, emotional, and intellectual learning.

These social skills will include cooperation, assertion, responsibility, empathy, and self-control (CARES).

CLEARLY EXPLAIN YOUR RESPONSES TO THESE QUESTIONS:

As you reflect on your professional development this year:

◆ What changes/growth have you seen in yourself?

I have grown in several ways in my work to implement the components of the morning meeting to include the following:

- As I planned morning meetings throughout the year, I connected the CARES skills directly to academic goals. In doing this, I made better use of time. Prior to my training in RC, I followed the TRIBES morning meeting ideas, without having a clear plan or goal in mind, with learning happening more by chance than by plan.
- My use of weekly journaling related to how students were responding to morning meeting allowed me to see progress that I may have missed otherwise. In reading my journal entries made in the fall, and looking at how my students are behaving and interacting now, their growth was obvious.
- I found that checklists are helpful in gauging student growth in social skills over time.
- I found that student surveys provide helpful information, even at the elementary level.

◆ What changes/growth have you seen in your students?

- All students improved their social skills (cooperation, assertion, responsibility, empathy, and self-control) as shown by my observation checklist. The checklist showed that students showed an average growth of two points on the five-point scale.
- The student survey showed those children's feelings of belonging, security, and acceptance increased from the fall to the spring as shown by their responses. (This survey used kid-friendly language and smiley faces to indicate student answers.) All students showed an increase from fall to spring.

- My journaling entries showed progress in social development and classroom climate over the course of the year.

◆ What challenges did you have in professional growth this year?

It was a challenge to spend time each day on morning meeting. I had to push back the beginning of my reading block, and that caused scheduling problems for students receiving Title One services. The kids really looked forward to morning meeting and were unhappy if we missed it, however. I eventually moved things around and came up with a schedule that worked.

I had some problems getting some students to listen attentively at the beginning of the year. The RC coach watched my morning meeting and gave me some good suggestions. Her feedback was very helpful.

◆ What helped you and what would you do differently in the future?

The RC training really helped. Having Carolyn model and then coach me to make sure that I was getting the most out of morning meeting made me feel more confident.

In the future, I will be more flexible in the timing of the morning meeting. It doesn't always have to be at the very beginning of the day.

◆ Will you continue with the same professional development goal next year or will you choose a new one? ◆ Why?

I am going to continue with a different responsive classroom goal for next year. I plan to take RC2 this summer and will probably choose to work on Academic Choice next year.

Why?

I feel that RC has given me the skills necessary to work with my increasingly diverse group of children that I see coming into my class next year.

Supervisor Comment:

Teacher

Date



Professional Development Plan Three Year Review

Name:	John Doe
Year:	2011-2012

Professional Goal:

I will apply the components of the morning meeting so that students can improve social, emotional, and intellectual learning.

These social skills will include cooperation, assertion, responsibility, empathy, and self-control (CARES).

PROFESSIONAL DEVELOPMENT RELECTION & REVIEW

Clearly explain your responses to these questions.

As you reflect on your professional development over the past three years:

◆ What changes/growth have you seen in yourself?

I have grown in several ways in my work to implement the components of the morning meeting to include the following:

- As I planned morning meetings throughout the year, I connected the CARES skills directly to academic goals. In doing this, I made better use of time. Prior to my training in RC, I followed the TRIBES morning meeting ideas, without having a clear plan or goal in mind, with learning happening more by chance than by plan.
- My use of weekly journaling related to how students were responding to morning meeting allowed me to see progress that I may have missed otherwise. In reading my journal entries made in the fall, and looking at how my students are behaving and interacting now, their growth was obvious.
- I found that checklists are helpful in gauging student growth in social skills over time.
- I found that student surveys provide helpful information, even at the elementary level.

◆ What changes/growth have you seen in your students?

My students have grown in the following ways this past year:

- All students improved their social skills (cooperation, assertion, responsibility, empathy, and self-control) as shown by my observation checklist. The checklist showed that students showed an average growth of two points on the five-point scale.
- The student survey showed those children's feelings of belonging, security, and acceptance increased from the fall to the spring as shown by their responses. (This survey used kid-friendly language and smiley faces to indicate student answers.) All students showed an increase from fall to spring.

- My journaling entries showed progress in social development and classroom climate over the course of the year.

◆ What did you learn from parent and/or student feedback?

I found that parents were pleased with the level of communication between home and school. They found the conferences and portfolios gave them a good idea of their child's progress. They felt that the level of homework was appropriate for this age. When asked about their feelings about the Responsive Classroom program, some indicated that they needed to know more about this program. I mentioned to my principal that perhaps a parent night could be held to give parents more information about the program.

◆ Based on your experience over the past three years, what area(s) of professional development are you interested in for next year? Why?

I am going to continue with a different responsive classroom goal for next year. I plan to take RC2 this summer and will probably choose to work on Academic Choice next year.

Why? I feel that RC has given me the skills necessary to work with my increasingly diverse group of children that I see coming into my class each year.

TALK MORE ABOUT WHAT YOU DO

These questions are meant to facilitate discussion with your supervisor.

Answers may be brief but should provide adequate information about your teaching practices.

◆ What are your most successful strategies for establishing and maintaining positive relationships with students and creating a classroom and school environment that is conducive to learning?

Responsive classroom techniques have been instrumental in creating a positive classroom and school environment. Greeting children at the door starts off the day with a friendly welcome. A daily morning meeting allows for positive relationship building and sharing. I also frequently model and practice problem solving with my students.

◆ Please give an example of how you differentiate instruction and assessment to best meet the needs of your students.

I differentiate reading lessons by providing different levels of text while teaching the same comprehension strategy. I also spend time previewing activities with certain students.

◆ **Please list or attach examples of how you communicate with parents.**

What strategies have made your parent communication most effective?

Weekly parent newsletter, whole-class notes home, personalized notes home, phone calls, e-mails, TRIBES agreement sheets, chatting with parents who stop in, conferences.

Positive parent contact before an issue arises helps make my communication most effective.

◆ **List ways that you assess student learning.**

Please include information about both formative and summative assessment or attach examples.

Formative: Student answers on individual whiteboards, whole group sharing, "ticket out the door", correcting homework and math journals, individual reading conferences, helping with student work.

Summative: Unit tests, projects, PM benchmarks.

◆ **Please give an example of how you collaborate with others**

(e.g., other teachers, support staff, community members, etc.)

My grade level frequently meets to share ideas for upcoming units or grade level events. I have taken my students to the Larson House to have students practice their reading with residents there.

Teacher

Date