



Professional Staff Evaluation Handbook

*"What teachers know and can do is the most important influence on what students learn."
National Commission on Teaching and America's Future*

Mission Statement:

To enable learners, through a partnership among home, school, and community, to live and learn in and contribute to society.

Information contained within this document was adapted from *the Framework for Teaching* by Charlotte Danielson. The document was ratified by Pittsburg Education Association and the USD # 250 Board of Education on 9/12/2011.

PROFESSIONAL EVALUATION MANUAL
PITTSBURG COMMUNITY SCHOOLS
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PITTSBURG COMMUNITY SCHOOLS EVALUATION CYCLE

Evaluation Cycle

- I. Employees shall be evaluated in accordance with the following cycle:
 - A. First and second year employees in the district will be evaluated once each semester. Each evaluation shall be completed by the 60th school day of each semester.
 - B. Third and fourth year employees in the district will be evaluated once each year. The evaluation shall be completed by February 15.
 - C. Employees who have a significant change of assignment shall be evaluated once during the first year of the new assignment. The evaluation shall be completed by February 15. If he/she is employed unconditionally, then the evaluation schedule will be reset to every three (3) years.
 - D. Tenured employees with evaluation results of “reemploy with conference for improvement” shall be evaluated at least once the succeeding year. The evaluation shall be completed by February 15. If he/she is employed unconditionally, then the evaluation schedule will be reset to every three (3) years.
 - E. Employees who have been employed with a plan for intensive assistance shall be evaluated once each semester until evaluation results are at least “reemploy with conference for improvement” or upon a recommendation for non-renewal. Each evaluation shall be completed by the 60th school day of each semester. If he/she is employed unconditionally, then the evaluation schedule will be reset to every three (3) years.
 - F. All other employees will be evaluated at least once every three years. The evaluation shall be completed by February 15.
 - G. Additional evaluations may be initiated by the evaluator or the employee. In such a case, there shall be a mutual agreement on the timelines for meetings, observations, and the final evaluation.
 - H. Evaluations initiated by the evaluator (other than the regular evaluation cycle) may not be used in calculating points for reduction in force.

PITTSBURG COMMUNITY SCHOOLS EVALUATION CALENDAR

Important Dates	Task/Activity
On or before	
September 1	Evaluation workshop for all employees scheduled to be evaluated this year.
September 15	Employees receiving two evaluations per year will schedule the pre-arranged observation for the first semester.
September 30	Employees receiving two evaluations per year will have their first prearranged observation.
60 th School Day of 1 st Semester	Complete first evaluation of employees receiving two evaluations this year.
November 15	Employees receiving one evaluation per year will schedule the first pre-arranged observation.
November 30	Employees receiving one evaluation per year will have their first prearranged observation.
February 1	Employees receiving two evaluations will schedule the first pre-arranged observation for the second semester.
February 15	Complete evaluation of employees receiving one evaluation this year.
March 1	Employees receiving two evaluations per year will have their first prearranged observation of the second semester.
60 th School Day of 2 nd Semester	Complete second evaluation of employees receiving two evaluations this year.
May 1	Notification to employees who will be non-renewed.
May 1	Employees who are not on cycle for evaluation will submit a personal reflection about their self-evaluation by May 1st of the current school year using the reflection form contained within this handbook.
May 15	Notification to Board by employees who will not return for following year.
May 20	Employees who are not on cycle for evaluation will meet with the building principal to go over their reflection and make plans for professional development during the next year.

PITTSBURG COMMUNITY SCHOOLS PROFESSIONAL STAFF EVALUATION

I. Beliefs and Objectives

- A. **Beliefs about Evaluation.** The Pittsburg Community School District believes that a high quality performance evaluation system is essential for continuous improvement of professional staff to maximize student achievement.

We further believe:

- 1) Performance evaluation requires an investment of time and effort by both the administration and professional staff.
- 2) Continuous professional dialogue between administration and professional staff, focusing on instruction and clearly identified expectations, is an essential component for improvement and enhanced performance.
- 3) Evaluation should encourage professional reflection and self-improvement.
- 4) The evaluation process provides a fair and equitable system that uses specific documented information upon which to make personnel decisions.

- B. **Objectives of Evaluation.** Pittsburg Community Schools' objectives for performance evaluation of certified personnel are:

1. To improve the performance of employees for increased student achievement.
2. To improve the skill level of the employees of the Pittsburg Community Schools.
3. To determine the most effective utilization of employees.
4. To promote a sense of achievement that occurs through self-evaluation and reflection.
5. To plan for professional development activities for licensed staff.
6. To provide a basis for administrative recommendation and Board decision regarding contract action.

II. Criteria

The main focus of the evaluation program is objective observation with major attention directed toward possible improvement of individual performance in the position. The judgments will be based on the domains and indicators contained within the Teacher Performance Evaluation Rubric. The evaluation forms include Pre-Observation

Conference Forms, Observation Summary, and Evaluation Performance Rubric. The completed set of these forms will be submitted to the Superintendent after the completion of the evaluation.

III. General Evaluation Procedures

- A. All employees will be evaluated on the basis of the policy, procedures, frequency, forms, timelines, dates, and criteria outlined in the body of this section.
- B. Evaluators shall typically be the building administrators, except as allowed in Section III (C).
- C. With the exception of district-level administrators, no administrator shall evaluate any professional staff other than those assigned to him/her, except with the advance permission of the employee.
- D. If the evaluator is not the building administrator, the evaluator shall use the established evaluation forms and submit all completed and signed forms to the employee's building administrator.
- E. The evaluator may have access to and may review previous evaluation reports as prescribed by law.
- F. Employees that are transferred from one building to another will remain on their original schedule of evaluation unless the job requirements change significantly.
- G. Employees may request to be evaluated at any time, and a building administrator may evaluate any employee in his/her building at any time. Additional evaluations beyond the minimum required by statute may be initiated by either the evaluator or employee. A mutually agreeable timeline for the evaluation, including observations and conferences, shall be developed.
- H. Informal and formal classroom visits and observations:
 - 1. Informal classroom visits may be of any number, be unscheduled, and be of any length.
 - 2. Observation for the purpose of evaluation may be conducted on an unannounced basis, but the time and date for the first formal observation and pre and post observation conference shall be scheduled between the evaluator and the employee.
 - 3. Formal observations of employees shall be at least two (2) in number for a significant part of the instructional period. In the case of employees who are not assigned to a classroom, the observation shall be an equivalent amount of time.

4. All observation of the work performance of an employee will be conducted openly and with the full, but not necessarily prior, knowledge of the employee. The use of eavesdropping, public address or audio system, hearsay evidence, or surveillance devices is strictly prohibited.
 5. All conferences following formal observations should be completed within one (1) week following the classroom observation. For all other observations, the final evaluation conference shall be the only required conference.
- I. Teacher Performance Evaluation Rubric:
1. After completion of the evaluation process, the evaluator shall submit the Teacher Performance Evaluation Rubric for each employee under his/her supervision in accordance with the schedule for evaluation. The Teacher Performance Evaluation Rubric shall be an assessment of the employee's overall performance based upon the indicators on the form.
 2. A conference between the evaluator and the employee will be held to discuss the Teacher Performance Evaluation Rubric. The evaluator shall review the Teacher Performance Evaluation Rubric with the employee who shall acknowledge the report by his/her signature. An employee's signature on the evaluation is required, but does not necessarily constitute agreement with such evaluation.
 3. The evaluator will give the employee a signed copy of the Teacher Performance Evaluation Performance Rubric complete with the evaluator's and employee's comments.
 4. Within two (2) weeks after such presentation, the employee may respond in writing. Responding statements will be attached with the original evaluation form and all copies.
- J. The evaluators shall submit all completed forms to the Superintendent. He/She will review each evaluation and place it in the employee's personnel file. All evaluation reports and responses thereto shall be maintained in the evaluation files for a period of not less than five (5) years from the date each evaluation is made.
- K. Evaluation documents shall be confidential as prescribed by law.
- M. Employees shall be notified in writing of the Board's intent to non-renew no later than May 1 of the contract year in accordance with Kansas statutes.

IV. Evaluation Process and Time Guidelines

- A. Evaluation: For all employees scheduled to be evaluated.**
1. By September 1, an evaluation workshop shall be conducted for employees scheduled to participate in the evaluation process for the current year.

2. Employees will receive information regarding evaluation purposes, criteria, procedures, and forms.

B. Evaluation: For employees new to the system.

1. The employee's mentor may assist in areas for improvement throughout the evaluation process.
2. The mentor shall only provide information to the evaluator with the advance permission of the employee.

C. Evaluation: For traveling teachers

Employees who serve in more than one building will be evaluated in the building in which they are scheduled for a majority of their time. Administrators from other buildings in which the employee serves are encouraged to have input in the evaluation process. This information shall become part of the final evaluation which is prepared by the evaluator.

VII. Follow-up Conference for Improvement

At the final evaluation conference the evaluator and the employee shall schedule a follow-up conference to review progress in any area marked as Basic on the Teacher Performance Evaluation Rubric.

VIII. Intensive Assistance

- A. Employees who have not demonstrated satisfactory levels of proficiency and improvement during the evaluation process may be placed on an intensive assistance program. Intensive assistance shall only be initiated after an Unsatisfactory rating on the Teacher Performance Evaluation Rubric.
- B. The purpose of intensive assistance will be to assist the employee in improving his/her performance to satisfactory levels. The written plan for intensive assistance, including goals and objectives, types of assistance, and time-lines, shall be developed by a team. The team may be composed of one of the following groups:
 1. the employee, evaluator, and a mutually agreed upon third party, or
 2. the employee and evaluator.
- C. Any employee being recommended for intensive assistance will be notified in writing by his/her evaluator. The notice shall include specific reasons for the recommendation.

- D. The evaluator will inform the employee in writing of the time and place of the conference to start the intensive assistance process. At the conference, the evaluator and employee shall define procedures for intensive assistance; including the resources the district will provide to remediate the areas(s) of concern. The evaluator shall review the specific areas in need of improvement and offer a specific plan to eliminate the concerns. The employee shall be provided the opportunity for input, expansion, and refinement of the objectives. A process for the monitoring and accomplishment of the objectives shall be formulated at this meeting. The employee has the right to bring a representative of his/her choice to this meeting.
- E. Intensive assistance shall be indefinite in length, but shall generally occur over one school year. The beginning of the time for intensive assistance will not be less than 30 school days prior to the evaluator's recommendation for nonrenewal on the employee's contract.
- F. The evaluator shall prepare a Teacher Performance Evaluation Rubric at the end of the intensive assistance process outlining the initial reasons for the assistance, goals set, the assistance provided, progress made, and the objectives accomplished during assistance. This Performance Evaluation Rubric shall be reviewed by the employee and evaluator and placed in the employee's evaluation file.
- G. An employee on intensive assistance plan shall be evaluated each semester under the guidelines and timelines found in this handbook until removed from said status.
- H. After an employee has completed the intensive assistance plan, the evaluator may:
 - 1. recommend unconditional reemployment
 - 2. establish a follow-up conference for improvement
 - 3. continue intensive assistance
 - 4. recommend non-renewal

X. Evaluation Forms

- A. Evaluation forms shall be standardized throughout Pittsburg Community Schools and shall be made available to the employee upon request and are contained herein.
- B. Approved evaluation forms included in this document are:
 - 1. Pre-Observation Conference Summary
 - 2. Observation Summary
 - 3. Teacher Performance Evaluation Rubric
 - 4. Reflection on Self-Evaluation

PITTSBURG COMMUNITY SCHOOLS
PRE - OBSERVATION CONFERENCE SUMMARY

This conference should occur between the evaluator and the employee prior to the formal observation. The focus of the discussion should be about the lesson to be observed as well as other pertinent information related to the class or the lesson to be observed. The questions below should serve as a guide for the conference discussion.

- A. Please describe the make-up of your class. Which students achieve at high levels?
Which students are struggling to learn the content being taught?

- B. What curricular standards do you intend for the students to learn during the lesson being observed?

- C. How will you teach the lesson and accommodate for the individual learning needs of the students in your class during the lesson?

- D. How will you know that the students are learning the content being taught?

- E. How will you extend or enrich learning for the students who already know it or learn it easily and quickly?

- F. What will you do for the students who are not learning it?

- G. What part of the lesson do you anticipate that students might struggle with? How have you planned accordingly?

- H. What additional information would you like for me to know prior to observing in your classroom?

PITTSBURG COMMUNITY SCHOOLS
OBSERVATION SUMMARY

The evaluator shall describe the content of the observation. The focus of this summary should relate directly to the information discussed during the Pre-Observation Conference.

Employee's Name _____

Assignment _____

Primary Evaluator _____

Date _____

Employee's Signature

Date

Evaluator's Signature

Date

Signatures and dates are required. Signatures acknowledge content and do not signify agreement. Responses to this document may be made no later than two weeks after receipt of it.

Teacher Performance Evaluation Rubric

Teacher: _____ Evaluator: _____

School(s) Assigned: _____

Grade or Subject Assignment: _____

Directions: With the teacher, examine all the evidence from the pre-observation conference, the observations, the post-observation conferences, and informal observations. Place a mark in the box of the statement that best portrays the performance of the teacher for each indicator. Together, discuss and develop develop comments about particular strengths and develop suggestions for future development.

Domain 1 – Planning and Preparation				
Indicators:	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Utilization of Student Data and Evidence	<input type="checkbox"/> Teacher has no plan to use student data and evidence in designing instruction. Goals and objectives are not present.	<input type="checkbox"/> Teacher uses student data and evidence in designing instruction for the class as a whole. Goals and objectives based on data and evidence are not clearly understood by students.	<input type="checkbox"/> Teacher uses student data and evidence in designing instruction for groups of students. Goals and objectives based on data and evidence are clearly understood by most students.	<input type="checkbox"/> Teacher uses student data and evidence in designing instruction for individual students. Goals and objectives based on data and evidence are clearly understood by all students and students are actively participating in goal setting and monitoring.
Knowledge of Curriculum and Content	<input type="checkbox"/> Teacher displays little understanding of curriculum and assigned content area.	<input type="checkbox"/> Teacher displays basic understanding of curriculum and assigned content area. Connections are not made with other disciplines or to clarify student misconceptions.	<input type="checkbox"/> Teacher displays solid understanding of curriculum and assigned content area. Connections are made with other disciplines and to clarify student misconceptions.	<input type="checkbox"/> Teacher displays extensive understanding of curriculum and assigned content area. Connections are actively made with other disciplines and to real world applications. Students seek causes to their own misconceptions.
Selection of Instructional Strategies	<input type="checkbox"/> Teacher displays little or no evidence of aligning instructional strategies to curriculum objectives.	<input type="checkbox"/> Teacher selects instructional strategies that align to curricular objectives. Strategies are not consistently designed to engage students in meaningful learning.	<input type="checkbox"/> Teacher selects a variety of instructional strategies that align to curricular objectives. Strategies are designed to engage most students in meaningful learning.	<input type="checkbox"/> Teacher selects instructional strategies that are aligned to curricular objectives are based on students' learning styles, needs, knowledge and skills. Strategies designed to engage all students in meaningful learning.
Knowledge of Students	<input type="checkbox"/> Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests.	<input type="checkbox"/> Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests. Knowledge is used in planning for class as a whole.	<input type="checkbox"/> Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests. Knowledge is used to plan for groups of students.	<input type="checkbox"/> Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests. Knowledge is used to plan for individual student learning.

Overall Rating for Planning and Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Domain 2 – The Classroom Environment				
Indicators:	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Manages Classroom Procedures	<input type="checkbox"/> Classroom routines and procedures are either non-existent or inefficient resulting in loss of much instruction time.	<input type="checkbox"/> Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	<input type="checkbox"/> Classroom routines and procedures have been established and function smoothly with little loss of instruction time.	<input type="checkbox"/> Classroom routines and procedures are seamless in their operation and students assume considerable responsibility for the functioning of classroom routines and procedures .
Environment of Respect and Rapport	<input type="checkbox"/> Classroom interactions are negative or inappropriate and characterized by sarcasm, put-downs, and bullying.	<input type="checkbox"/> Classroom interactions are generally appropriate and free from conflict/bullying, but may be characterized by occasional displays of insensitivity.	<input type="checkbox"/> Classroom interactions reflect general warmth and caring and are respectful of differences among groups of students.	<input type="checkbox"/> Classroom interactions reflect genuine warmth and caring for individual students. Interactions between students are positive and encouraging.
Manages Student Behavior	<input type="checkbox"/> Student behavior is poor, with no clear expectations, no monitoring of student behavior and inappropriate response to student behavior with no follow through.	<input type="checkbox"/> Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and responds inconsistently to student misbehavior.	<input type="checkbox"/> Teacher is aware of student behavior, has established clear standards of conduct, responds consistently and appropriately to student behavior, and follows through in ways that are respectful of the students.	<input type="checkbox"/> Student behavior is appropriate and students are actively involved in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive and teacher’s response to misbehavior is sensitive to individual student needs.

Establishes a Culture for Learning	<input type="checkbox"/> The classroom environment is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	<input type="checkbox"/> The classroom environment reflects only a modest and inconsistent expectation for student achievement, teacher commitment to the subject, and student pride in work. Teacher and students are performing at a minimal level.	<input type="checkbox"/> The classroom environment reflects a high expectation for student achievement, with enthusiasm for the subject on the part of both the teacher and students, and student pride in work is evident.	<input type="checkbox"/> The classroom environment reflects the teacher's genuine passion for the subject. Students take pride in their work, initiate improvements to their products, and hold their work to the highest standard.
Physical Environment	<input type="checkbox"/> Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. The arrangement is not conducive to lesson activities. The classroom is sterile with no student work and/or learning support materials displayed.	<input type="checkbox"/> Teacher's classroom is safe and essential learning is accessible to all students. Classroom arrangement partially supports learning activities. There is little student work and/or learning support materials displayed.	<input type="checkbox"/> Teacher's classroom is safe and essential learning is accessible to all students. Teacher uses physical resources well and ensures that the arrangement of the classroom supports the learning activities. The classroom is warm and friendly with displays of student work and/or learning support materials.	<input type="checkbox"/> Students contribute to ensuring that the classroom is safe and essential learning is accessible to all students. Teacher uses physical space and resources well and ensures that the arrangement of the classroom supports the learning activities. The classroom is warm and friendly with many examples of student work and learning support materials displayed.
Overall Rating for Classroom Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 3 – Instruction				
Indicators:	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Communicates Clearly & Accurately	<input type="checkbox"/> Teacher’s oral and written communication contains errors or is unclear or inappropriate to students.	<input type="checkbox"/> Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	<input type="checkbox"/> Teacher communicates clearly and accurately to students, both orally and in writing.	<input type="checkbox"/> Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions.
Utilizes Questioning & Discussion Techniques	<input type="checkbox"/> Teacher uses ineffective questioning techniques that result in limited discussion and student participation.	<input type="checkbox"/> Teacher inconsistently uses high-level questioning techniques that result in moderate discussion and student participation.	<input type="checkbox"/> Teacher uses high-level questioning techniques that result in discussion and participation by all students.	<input type="checkbox"/> Teacher uses questioning techniques that result in high-level student-driven discussion and full participation by all students.
Engages Students	<input type="checkbox"/> Teacher uses ineffective strategies that result in the lack of student engagement and significant learning.	<input type="checkbox"/> Teacher uses strategies that result in inconsistent student engagement and learning.	<input type="checkbox"/> Teacher uses appropriate activities and materials, pacing, and varied instructional strategies that result in the intellectual engagement of all students.	<input type="checkbox"/> Teacher uses appropriate structure and pacing that result in a high-level of student engagement. Students contribute to and reflect upon their learning.
Provides Student Feedback	<input type="checkbox"/> Teacher provides feedback that is not given in a timely manner and is of poor quality.	<input type="checkbox"/> Teacher provides feedback that is inconsistent in timeliness and quality.	<input type="checkbox"/> Teacher provides feedback that is timely and of consistently high quality.	<input type="checkbox"/> Teacher provides feedback that is timely and of consistently high quality, and students make use of the feedback in their learning.
Incorporates Resources and Technology	<input type="checkbox"/> Teacher does not use technology and resources to engage students or promote learning.	<input type="checkbox"/> Teacher’s selection and use of technology and resources is limited and does not incorporate student use.	<input type="checkbox"/> Teacher integrates technology and resources, resulting in individual student application and the enhancement of student learning.	<input type="checkbox"/> Teacher’s use of technology and resources results in student-driven activities incorporating the use of these materials.

Demonstrates Responsiveness	<input type="checkbox"/> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	<input type="checkbox"/> Teacher demonstrates moderate flexibility and responsiveness to students' needs and interest during a lesson, and seeks to ensure the success of most students.	<input type="checkbox"/> Teacher makes adjustments as needed to instructional plans and responds to students' interests and questions to ensure successful learning for all students.	<input type="checkbox"/> Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
Overall Rating for Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 4– Professional Responsibilities				
Indicators:	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Maintains accurate records	<input type="checkbox"/> Teacher has no system for maintaining accurate and timely records, causing errors and confusion.	<input type="checkbox"/> Teacher's system for maintaining accurate and timely records is inconsistent and only partially effective.	<input type="checkbox"/> Teacher's system for maintaining accurate records is timely, efficient, and effective.	<input type="checkbox"/> Teacher's system for maintaining accurate records is timely, efficient, effective, and students demonstrate an awareness of their progress.
Participates in professional development	<input type="checkbox"/> Teacher does not participate in professional development or PLC activities.	<input type="checkbox"/> Teacher only participates in professional development/PLC activities when it is district/building mandated.	<input type="checkbox"/> Teacher participates actively in professional development/PLC activities, applies new learning to classroom practice, and contributes to the profession.	<input type="checkbox"/> Teacher actively pursues professional development/PLC activities, applies new learning, impacts student achievement, mentors others, and makes a substantial contribution to the profession.

Communicates with families and patrons	<input type="checkbox"/> Teacher provides little or no information to families/patrons and makes no attempt to engage them in the instructional program.	<input type="checkbox"/> Teacher complies with school procedures for communicating with families/patrons and makes an effort to engage them in the instructional program.	<input type="checkbox"/> Teacher communicates frequently utilizing a variety of methods with families/patrons, and successfully engages them in the instructional program.	<input type="checkbox"/> Teacher communicates frequently utilizing a variety of methods with families/patrons, and successfully engages them in the instructional program; students participate in communicating with families/patrons.
Reflects on instructional practice	<input type="checkbox"/> Teacher does not reflect on the lesson or propose ideas as to how it might be improved.	<input type="checkbox"/> Teacher's reflection on the lesson is generally accurate, and the teacher makes global suggestions as to how it might be improved.	<input type="checkbox"/> Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.	<input type="checkbox"/> Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies
Contributes to school and district	Teacher's relationships with colleagues are negative or self-serving, and /or teacher avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher maintains positive relationships with colleagues and participates actively in school and district projects and events.	Teacher assumes a leadership role with colleagues and makes a substantial contribution to school and district events and projects.
Adheres to district and building policies and procedures	<input type="checkbox"/> Teacher fails to adhere to district and building policies and procedures and/or demonstrates a lack of professionalism.	<input type="checkbox"/> Teacher shows inconsistency in adhering to district and building policies and procedures and/or occasionally demonstrates a lack of professionalism.	<input type="checkbox"/> Teacher consistently adheres to district and building policies and procedures and demonstrates professionalism.	<input type="checkbox"/> Teacher consistently adheres to district and building policies and procedures and demonstrates leadership and strong professionalism.
Overall Rating for Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PITTSBURG COMMUNITY SCHOOLS PERFORMANCE EVALUATION SUMMARY FORM

Employee's Name _____ Assignment _____

Primary Evaluator _____ Date _____

This report is to be completed by the evaluator on each staff member being evaluated and shall serve as a progress report of the professional's growth since the last formal appraisal.

1. This report is based upon the following observations and information:

Dates of informal observation _____

Dates of formal observation _____

Dates of evaluator/employee conferences _____

Additional Comments by the Evaluator (if any):

Comments by the Educator (if any):

3. Evaluator's recommendation (to be completed for final evaluation of the evaluation cycle).

_____ Regular Evaluation Cycle

_____ Follow-up conference for improvement

_____ Plan for intensive assistance

Employee's Signature

Date

Evaluator's Signature

Date

Signatures and dates are required. Signatures acknowledge content and do not signify agreement. Responses to this document may be made no later than two weeks after receipt of it.

This evaluation was initiated by:

Check one: ___ Regular evaluation Cycle ___ Employee's request ___ Evaluator's request

Teacher Self-Reflection

This form is to be completed by all teachers who are not on evaluation cycle. It should be completed after the teacher has completed a self-assessment using the Teacher Performance Evaluation Rubric. A conference with the building principal should be held by May 1st to discuss the teacher's responses to the questions and their plans for future growth and professional development.

Which two or three indicators on the Teacher Performance Evaluation Rubric do you consider to be particular strengths for you? Why did you choose these indicators?

Which two indicators would you like to improve upon in the future? Why did you choose these indicators?

What is your plan for developing the indicators you listed in the previous question?

How can your building administrator help to support your growth in these indicators?

Name up to five students in your classroom(s) who really stood out to you this year because of high achievement or significant improvement in their performance.

Name up to five students in your classroom(s) who you worry about whether they will be able to be successful next year.