

EVALUATION FORM
(Certificated Non-Supervisory Staff)

Employee Name: _____ **Empl ID:** _____

School/Department: _____

Evaluator: _____

Date: _____

Evaluation Cycle: _____ **Professional Growth Cycle** _____ **Performance Cycle**

Purpose of Form: _____ **Annual** _____ **Mid Year** _____ **Other**

Note: This form is to be used as specified in Article XI Evaluation

1. Evaluator's Comments (Attach additional sheets if necessary):

2. Employee's Comments:

3. Overall Evaluation Rating: _____ **Satisfactory** _____ **Unsatisfactory**

Evaluation Form (Side 2)

Complete information in the box below only for annual evaluation

Assessment of progress in students' academic achievement

Attach additional sheets if necessary

Assessment portion of evaluation based on:

Classroom Evidence _____ Test Scores _____ Other Assessments _____

Note: Per Article XI, the manner in which growth in student achievement will be measured for purposes of teacher evaluation will be mutually agreed to by the principal and teacher and will be consistent with the Academic Achievement Plan for the building.

4. Signatures

Employee: _____ Evaluator: _____
(Signature is only an indication of receipt)

Date: _____ Date: _____

EVALUATION CRITERIA FOR CERTIFICATED STAFF WAC 392-191-010

A list of minimum criteria for certificated Classroom teachers:

Criterion 1:

- INSTRUCTIONAL SKILL

The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.

Examples: Plans, implements and evaluates the learning process; develops lesson objectives and creates lessons that present subject matter clearly and precisely; evaluates student progress; analyzes lessons to guide future planning.

Criterion 2:

- CLASSROOM MANAGEMENT

The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Examples: Provides a classroom environment conducive to learning; establishes automatic and orderly routines; organizes individual, small and large group learning activities; ensures materials can be read or seen by students; deploys volunteers and paraprofessionals to facilitate maximum student growth.

Criterion 3:

- PROFESSIONAL PREPARATION AND SCHOLARSHIP

The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching, and a commitment to education as a profession.

Examples: Demonstrates a variety of teaching strategies as well as knowledge and skills in meeting the academic, emotional and psychological needs of individual students; demonstrates knowledge of principles of learning; participates in professional activities, classes, individual reading and research, professional organizations and coursework beyond minimum certification requirements.

Criterion 4:

- EFFORT TOWARD IMPROVEMENT WHEN NEEDED

The certificated classroom teacher demonstrates awareness of his or her limitations and strengths and demonstrates continued professional growth.

Examples: Responds to recommendations made in periodic and annual performance evaluations; establishes goals and initiates activities aimed at professional growth and development; considers opportunities for secondary students to evaluate course content, format and presentation.

Criterion 5:

- THE HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS
The certificated classroom teacher demonstrates the ability to manage the noninstructional, human dynamics in the educational setting.

Examples: Establishes and communicates parameters for student behavior; assists students toward self-discipline and acceptable standards of behavior.

Criterion 6:

- INTEREST IN TEACHING PUPILS
The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated classroom teacher demonstrates enthusiasm for or enjoyment in working with pupils.

Examples: Demonstrates an understanding and acceptance of different races, ethnic groups, cultures, religious values and lifestyles and avoids stereotyping; is aware of physical and emotional needs of students; demonstrates positive interaction with students; uses knowledge of individual students to design educational experiences.

Criterion 7:

- KNOWLEDGE OF SUBJECT MATTER
The teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary levels.

Examples: Demonstrates a depth of knowledge of the subject matter by providing lessons and learning activities that focus on the specified curriculum; demonstrates a knowledge of the scope and sequence of subject matter; demonstrates a relationship between one subject matter field and another.

Criterion 8:

- PROFESSIONAL RESPONSIBILITY (Collective Bargaining Agreement)
The certificated teacher demonstrates professionalism in his or her attitude, work ethic and treatment of others.

Examples: Practices punctuality; accurately completes required records and reports and makes appropriate use of planning time; assumes a fair share of the responsibility for the general operation of the school; participates in school-sponsored functions; shows respect for all staff members; exercises discretion in dealing with confidential matters; provides information for substitutes; exercises discretion and appropriate use of language in working with students.

OBSERVATION REPORT FORM

(Classroom Teachers)

Employee Name: _____ Empl ID: _____

School/Department/Assignment: _____

Evaluator: _____

Date: _____

Note: This form is to be used as specified in Article XI, Evaluation.

Evaluation Criteria:

- Instructional skill
- Classroom management
- Professional preparation and scholarship
- Effort toward improvement when needed
- Handling student discipline and attendant problems
- Interest in teaching pupils
- Knowledge of subject matter
- Professional Responsibility

Narrative Summary

Summarize, in separately identified sections on an attached sheet (or the reverse side of this form):

1. "Strengths," with reference to the applicable Evaluation Criteria;
2. "Area(s) for Improvement," with reference to the applicable Evaluation Criteria; and
3. "Summary of pre- and/or post-observation conference(s)"

Employee _____
(Signature is only an indication of receipt)

Evaluator: _____

Date: _____

Date: _____

PROFESSIONAL GROWTH CYCLE: PLAN DESIGN FORM

Employee Name: _____ **Employee ID or SSN:** _____

Principal/Supervisor: _____ **School/Department:** _____

Person(s) assisting in Plan Implementation: _____

Date: _____

This form is to be used as specified in Article XI

Goals and/or Areas of Focus	Strategies for Reaching Goals	Means of Measuring Progress

Attach additional sheets if necessary

Initial Review Conference Date: _____

Employee Initials _____

Supervisor Initials _____

Optional Mid-Year Review Conference Date: _____

Employee Initials _____

Supervisor Initials _____

End of Year Review Conference Date: _____

Employee Initials _____

Supervisor Initials _____

(Schedule by end of year)

SUBSTITUTE EVALUATION FORM

SUBSTITUTE _____
 GRADE/SUBJECT _____

SCHOOL _____
 DATE(S) _____

In each of the categories below, all questions shall be answered yes or no except in cases where substitutes are not in classroom situations, then check N/A for not applicable, such as:

A. Building Support

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 1. Was assigned in his/her endorsement and grade level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Were lesson plans provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Was substitute folder provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Were materials, supplies, etc., provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Were school policies regarding student behavior posted or otherwise provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Was there direct classroom observation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Instructional Skill

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Presented subject matter clearly and concisely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Improvised lessons in absence of formal lesson plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Clear instructions and checked for student understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ability to motivate students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Classroom Management

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Handled student discipline/attendance problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Maintained an environment of learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D. Professional Responsibility

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Followed lesson plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Left written summary of lessons taught | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Adhered to starting/departure schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Exercised discretion and appropriate use of language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Satisfactory Unsatisfactory

Evaluator Comments:

Substitute Teacher Comments (Optional) _____

(The substitute teacher's signature indicates only that he/she has received this performance evaluation in conference with the person who prepared the report.)

_____ Signature of Substitute	_____ Date	_____ Signature/Title of Evaluator	_____ Date
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PRINCIPAL EVALUATION PROCESS

DELIVERING ON THE DREAM

*Academic Achievement For
Every Student in Every School*

**Seattle Public Schools
2004**

SECTION I

Purpose, Goals, Guiding Principles and the Role of the Evaluator

Principal Evaluation Process

Purpose:

The purpose of the performance evaluation process is to improve performance.

Goal:

The goal of the Principal Performance Evaluation Process is to acknowledge the work of school leaders, enhance instructional leadership skills, create safe and orderly learning climates, develop professional skills, and to deepen core values of ethics and professionalism so that student achievement improves for every student in every school.

Guiding Principles:

The Principal Performance Evaluation process is led by the following principles and ideals:

- Possesses measurable student outcomes and indicators of “Best Practice”
- Leads to high quality schools and departments
- Exemplifies a Standards-Based Learning System
- Values continuous progress
- Contains clear, consistent processes and timelines
- Meets legal requirements and ensures due process
- Is based, in part, on the principles of accountability and support for school principals as expressed in the principal evaluation standards formerly published by the Association of Washington School Principals
- Is based on the state criteria for evaluating principals as stated in RCW 28A.405.100 (2)

THE ROLE OF THE EVALUATOR

In the **Principal Performance Evaluation Process**, the Evaluator is expected to do the following:

- Be led by the guiding principles of the Principal Performance Evaluation Process.
- Be fully familiar with the vision, goals, total instructional program, School Transformation Plan, effectiveness profile, and operational procedures of the school or program.
- Ensure that decision-making relative to the total evaluation process is data-based.
- Ensure clarity about the performance expectations for the administrator and school or program for the school year.
- Adhere to all timelines established in the evaluation process.
- Provide reasonable technical assistance, specific support and/or recommendation to principals when performance issues are identified.
- Provide verbal and written feedback for each “formal” school visit conducted as part of the evaluation process.
- Maintain clear, concise documentation of all significant concerns about performance including action taken by the evaluator to apprise the administrator of the concerns and any suggestions for addressing them.
- Provide written commendation for significant school successes, both academic and community.
- Utilize observation reports (see Appendix A) or the written status for summarizing feedback and data, where appropriate.
- Develop a Performance Improvement Plan for, and in collaboration with, principals, when performance issues are identified (see Appendix C). The Plan will identify specific goals, expectations, timelines, and measure progress and accountability.
- Meet at regular intervals with administrators on Performance Improvement Plans and provide formal, written feedback on the administrator’s performance.
- Maintain a file or portfolio or appropriate documentation and school performance evidence relied upon to evaluate administrators on Performance Improvement Plans.
- Apply all aspects of the evaluation process consistently and fairly to all schools and all administrators.

SECTION II

Overview of the Evaluation Process

OVERVIEW OF PRINCIPAL EVALUATION PROCESS

TYPES OF EVALUATIONS:

- There are two types of evaluations for building principals: (1) a Comprehensive Evaluation Process and (2) a General Evaluation Process.
- New principals receive a Comprehensive Evaluation every year for the first three (3) years.
- Experienced principals new to a building or new to the District will receive a Comprehensive Evaluation for the first year.
- All other experienced principals will receive a Comprehensive Evaluation every three (3) years and a General Evaluation in the intervening years.
- Experienced principals on the General Evaluation may be placed on the Comprehensive Evaluation Process at the discretion of the supervisor/evaluator by no later than October 31 of each school year.

COMPREHENSIVE EVALUATION PROCESS (CEP) AND TIMELINE

AUGUST – OCTOBER 31:

- Review evaluation process, District Strategic Plan, the School Transformation Plan (STP), and test data.
- Conduct goal-setting conferences – collaborative meeting between principal and supervisor/evaluator to develop the Principal Leadership Accountability Plan for Continuous Student Achievement (PLAP).
- Make school visit (additional visits will be made as needed). Observation and documentation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc. (See Appendix A).
- Annual training for the evaluation process shall be conducted. (See page 22, 2b).

NOVEMBER – JANUARY 31:

- Make school visit (additional visit will be made as needed). Observation and documentation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc. (see Appendix A).
- Review progress on goals.
- Provide written feedback to principal via written status report on performance (see Appendix B).
- Mid-year evaluation – if the rating on the mid-year evaluation for Part I or any Leadership Responsibilities from Part II is “Unsatisfactory,” the principal will be placed on a Performance Improvement Plan (PIP) designed to address the areas rated “Unsatisfactory.” The PIP will be created and finalized with the principal and his/her representative within fifteen (15) working days after the mid-year evaluation.

FEBRUARY – JUNE 30

- Finalize next years’ budget, STP, and staffing plans collaboratively – consult with education directors by March 31.
- Conduct school reviews of STP, budget and staffing plans – principals receive written feedback.
- Principals submit portfolio to evaluator at final evaluation conference.
- Convene meeting to review evaluation data, to mark the annual evaluation form and to conduct the evaluation conference.
- Monitor and provide feedback to principals on PIP’s as appropriate.
- Notify a principal of any decision to change his/her employment contract status by May 15.

JUNE – AUGUST 15:

- PIP’s created and finalized for principals receiving a rating of “Unsatisfactory” for Part I or any Leadership Responsibilities on Part II of their annual evaluation.

