



*Handbook on the
OSAC/AASSA*

*Teacher
Performance
Evaluation
System*

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AASSA Schools Teacher Performance Evaluation System

Ms. Marie C. Howard
Senior Manager
Expatriate Policy & Relocation
The Procter & Gamble Company

This project is made possible by the committee contributions of the Teacher Evaluation Steering Committee members.:

Gina Balseca	ES Teacher, Academia Cotopaxi, Quito, Ecuador
Teresa Marie Barre	ES Principal, Colegio Americano, Quito, Ecuador
Lorena Chavez-Molina	ES Associate Principal, F.D. Roosevelt, Lima, Peru
Stephen Driscoll	ES Principal, Alliance Academy International, Quito, Ecuador
Bill Evans	Teacher, Alliance Academy International, Quito, Ecuador
Luci Nunes Garcia	ES Principal, Escola Americana de Campinas, Campinas, Brazil
Mauricio Gozzi	HS Teacher, Escola Americana de Campinas, Campinas, Brazil
Amparo Jacome	HS Teacher, Academia Cotopaxi, Quito, Ecuador
Stetson Johnson	HS Teacher, Colegio Bolívar, Cali, Colombia
Betty Naidis	LS Asst. Principal, Academia Cotopaxi, Quito, Ecuador
Teresa C. Najas	ES Teacher, Colegio Americano, Quito, Ecuador
Matt Shannon	HS Principal, Colegio Bolívar, Cali, Colombia
Cynthia Sturner	HS Teacher, F.D. Roosevelt, Lima Peru
Eddie Wexler	HS Principal, Academia Cotopaxi, Quito, Ecuador

Project Director

William F. Johnston, Ed.D., Director
Academia Cotopaxi
Quito, Ecuador

Project Consultant

James H. Stronge, Ph.D.
Heritage Professor of Educational Policy, Planning, and Leadership
College of William and Mary
Williamsburg, Virginia

Project Facilitator

Jill Watson, M.Ed., Curriculum and Professional Development Coordinator
Academia Cotopaxi
Quito, Ecuador

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PART I

INTRODUCTION

The American Association of Schools in South America (AASSA) *Teacher Performance Evaluation System* (TPES) uses the Goals and Roles Performance Evaluation Model[®] (short title: Goals and Roles Model[®]) developed by Dr. James Stronge, for collecting and presenting data to document performance that is based on well-defined job expectations.

The TPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

PURPOSES

The primary purposes of TPES are to:

- ◆ optimize student learning and growth
- ◆ improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness
- ◆ contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of AASSA schools
- ◆ provide a basis for instructional improvement through productive teacher performance appraisal and professional growth
- ◆ implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance

TPES includes the following distinguishing characteristics:

- ◆ a focus on the relationship between professional performance and improved learner academic achievement
- ◆ sample performance indicators for each of the teacher performance standards
- ◆ a system for documenting teacher performance based on multiple data sources
- ◆ a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process

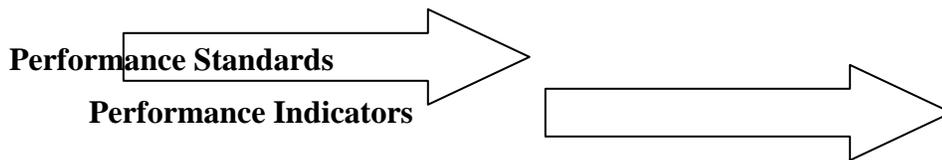
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- ◆ a support system for providing assistance when needed

IDENTIFYING TEACHER PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation for the TPES. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. The term *site administrator* will be used for principals/supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

The expectations for professional performance are defined using a two-tiered approach.



PERFORMANCE STANDARDS

Performance standards refer to the major duties performed. For all teachers, there are six performance standards.

Performance Standard 1: Instructional Planning

The teacher plans using the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 2: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Standard 3: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.

Performance Standard 4: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.

Performance Standard 5: Professionalism

The teacher maintains a commitment to professional ethics, international mindedness, and the school's mission; and takes responsibility for and participates in professional growth that results in enhancement of student learning.

Performance Standard 6: Student Progress

The work of the teacher results in acceptable and measurable student progress.

PERFORMANCE INDICATORS

A set of performance indicators has been developed (see Part II) to provide examples of observable, tangible behaviors. That is, the performance indicators are *examples* of the types of performance that will occur if a teacher standard is being successfully met. The list of performance indicators is not exhaustive. *Further, all teachers are not expected to demonstrate each performance indicator.*

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Instructional Delivery standard are listed in Figure 1 below.

Figure 1: Sample of Performance Standard and Indicators

<p>Standard 2: Instructional Delivery</p> <p>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p> <p>Sample <u>Performance Indicators</u></p> <ul style="list-style-type: none">2.1 Engages and maintains students in active learning.2.2 Builds upon students’ existing knowledge and skills.2.3 Differentiates instruction to meet students’ needs.2.4 Reinforces learning goals consistently throughout the lesson.2.5 Uses a variety of effective instructional strategies and resources.2.6 Uses instructional technology to enhance student learning.2.7 Communicates clearly and checks for understanding.
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The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular work assignment. *Ratings are NOT made at the performance indicator level but at the performance standard level.*

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The sources of information briefly described in Figure 2 below were selected as a means of providing accurate feedback on teacher performance.

Figure 2: Data Sources for Teachers

Data Source	Definition
Goal Setting for Student Progress	Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and learners’ ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.
Observations	Observations focus directly on four of the six performance standards. Observations may be conducted in either instructional or non-instructional settings, and may be announced or unannounced visits.
Teacher Documentation Folder	The Documentation Folder includes specific required artifacts that provide evidence of meeting selected performance standards.
Student Surveys	Teachers are required to survey their students and share a summary of the results with the evaluator. These will provide additional data on the performance of the teacher.

GOAL SETTING FOR STUDENT PROGRESS

Each teacher, using the results of an initial assessment, sets an annual goal¹ for improving student achievement. The evaluator and the teacher meet to discuss data from the initial

¹ The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.

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assessment and review the annual goal. A form is provided in Part III (*Goal Setting for Student Progress Form*) for developing and assessing the annual goal. Student Progress goals will measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and, most importantly, *what's the difference*.

Appropriate measures of student learning gains differ substantially based on learner's grade level, content area, and learner's ability level. The following measurement tools are appropriate for assessing student progress:

- ◆ criterion-referenced tests,
- ◆ norm-referenced tests,
- ◆ standardized achievement tests,
- ◆ school adopted interim/ common/ benchmark assessments, and
- ◆ authentic measures (e.g., learner portfolio, recitation, performance).

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal's feasibility and worth. SMART stands for:

Specific – the goal is focused; for example, by content area, by learners' needs

Measurable – an appropriate instrument/measure is selected to assess the goal

Appropriate – the goal is within the teacher's control to effect change

Realistic – the goal is feasible for the teacher

Time limited – the goal is contained within a single school year

The goals included below are samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

Fourth Grade Sample Goal:

All of my students will demonstrate growth of one academic year on the ITBS Math Assessment.

Also, at least 80 percent of my students will be reading on or above grade level by the end of this school year.

Grade 7 Mathematics Sample Goal:

All students will demonstrate growth of one academic year on the MAP Math Assessment.

Also, at least 50 percent of my students will score 75% or above on the Algebra 1 Readiness Test.

High School English Sample Goal:

All of my students will improve their writing scores by at least one point on the 6+1 Traits Rubric, in all 6 of the Traits.

Submission of the Goal Setting for Student Progress Form

Teachers complete a draft of their goal and schedule a meeting with their evaluator to look at the available data from performance measures and discuss the proposed goal. Each year teachers are responsible for submitting their goals to their evaluator within the first month of the school year.

Mid-Year Review of Goal

A mid-year review of progress on the goal is submitted by each teacher to the evaluator. The evaluator will meet with teachers if needed.

End-of-Year Review of Goal

The end-of-year review of the goal is included in the *Teacher Documentation Folder* and submitted to the evaluator. Each teacher is responsible for assessing student progress on the goal and submitting documentation to his/her evaluator.

OBSERVATIONS

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities.

These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. The Observation Forms (see Part III) are used to provide targeted feedback on teachers' work related to four performance standards (Instructional Planning, Instructional Delivery, Learning Environment, and Professionalism) are most likely to be observed during instruction.

Evaluators are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle (see Figure 4). Observations may be a combination of announced and unannounced visits. Given the complexity of the job responsibilities of teachers, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on all of the performance standards in a given visit.

Announced Observation Procedures

Announced observations will occur at least once per year for new teachers, for the first two years, and every other year for teachers with more than 2 years experience at the school. They will consist of a pre-conference, the observation, and a post-conference.

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Pre-conferences will occur no more than 5 days prior to the observation and can be done either face to face or via written correspondence. At this time, the teacher and evaluator will address the objectives of the lesson, the instructional strategies being used, and the area of focus for the evaluator.

The observation will be a minimum of 30 consecutive minutes. Where appropriate, the observation could last longer. The observation should cover an appropriate sample of the teacher's work.

Post-conferences will occur within 5 work days of the observation and can be done either face to face or via written correspondence using the *Announced Observation Form*.

Unannounced Observation Procedures

Unannounced observations will occur at least twice per year for new teachers, for the first two years, and at least once per year for teachers with more than 2 years experience at the school. They will involve the evaluator observing a class without giving the teacher previous notice that they will be observed. In this case no pre-conference is necessary.

Unannounced observations will be at least 5 minutes long, but may be longer at the evaluator's discretion. Teachers will be given feedback via face to face or written correspondence using the *Unannounced Observation Form*.

Documentation of Observations

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The Evaluator provides feedback about the observation, using the *Announced Observation Form*, or the *Unannounced Observation Form*.

After each observation one copy of the observation form will be given to the teacher and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

TEACHER DOCUMENTATION FOLDER

The purpose of the *Teacher Documentation Folder* (see Part III) is to provide evidence of performance related to specific standards. There are three items required in the *Teacher Documentation Folder* (Cover Sheet, Student Progress Goal Setting Form, and Professional Development Log), however, other documents may be included, such as: Communication Log, Record of Extra-Curriculum Activities, Evidence of Assessment for Learning, and other documents related to the TPES Standards. These documents provide administrators with information they likely would not receive in an observation. Specifically, the *Teacher Documentation Folder* provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not

the quantity of materials presented. Furthermore, the *Teacher Documentation Folder* is used to organize the multiple data sources included in the teacher evaluation.

A cover sheet for items to include is presented in Part III. The cover sheet is stapled on top of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

Administrators and evaluators review the documentation Folder at the end of an evaluation cycle.

Teacher Documentation Folders should be brought to evaluation meetings held with the evaluator.

The documents are submitted to the administrator 10 calendar days prior to the date of the summative evaluation conference with the administrator.

STUDENT SURVEYS

The purpose of the student survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the employee for teacher growth and development. The questions in this survey will provide information that may not be accurately obtained in observations.

Student information is obtained through the four different versions of the student surveys designed to reflect developmental differences in students' ability to provide useful feedback to their teacher:

K-2, 3-5, 6-8 and 9-12. (See Part III) Surveys should be completed during the first semester for all grade levels. Elementary teachers will administer the survey to the entire class. Secondary teachers and Elementary specialist teachers, at a minimum, should administer surveys to two classes representative of their teaching assignments. At the teacher's discretion, additional questions may be added.

The teacher will retain sole access to the results of the student surveys. However, the teacher is required to complete a summary of the survey and submit it to the evaluator by the end of the first semester. (See Part III – Student Survey Summary Form)

ALIGNMENT OF PERFORMANCE STANDARDS WITH DATA SOURCES

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 3 shows the alignment of performance standard by data source.

Figure 3: Aligning Multiple Data Sources with Performance Standards

Performance Standard	Teacher Documentation Folder	Goal Setting	Observations	Student Surveys
1. Instructional Planning	/	/	X	/
2. Instructional Delivery			X	/
3. Assessment of/for Learning	X	/	/	/
4. Learning Environment			X	/
5. Professionalism	X		/	/
6. Student Progress		X		/
X indicates a strong relationship / indicates a relationship				

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year (see *Teacher Summative Performance Report*, Part III). Further details on the rating process are provided in subsequent sections of the *Handbook*.

EVALUATION SCHEDULE

Summative evaluations are to be completed by the last week of school for all contract types. Figure 4 details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations and goal setting.

Teachers New to a School

All new teachers are expected to participate in a comprehensive orientation session at the beginning of the school year. The orientation consists of written and oral explanations of TPES. All new teachers will be evaluated during their first AND second years at the school.

Teachers with More than two years Experience at the School (Veteran Teachers)

All teachers with two or more years experience at the school will receive comprehensive training in the TPES at the beginning of the school year, and will receive a Summative Evaluation every other year.

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Unannounced Observations, Student Surveys and Goal Setting for Student Progress will be conducted yearly for all teachers, regardless of whether it is their Summative Evaluation year or not. Announced observations will be done yearly for new teachers for the first two years, and every other year for veteran teachers. Documentation folders are considered to be a work in progress and therefore, they are ongoing.

DOCUMENTATION RECORDS

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among AASSA schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the *Student Progress Goal Setting Form*, *Teacher Documentation Folder Cover Sheet*, *Observation Form(s)*, and *Summative Evaluation Form* at the school/worksite.

Figure 4: TPES Evaluation Schedule

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
During the 1 st Month	Establishing student progress goal (all new and veteran teachers)	<i>Goal Setting for Student Progress Form</i>	✓	✓
Before the end of the 1 st Quarter	Unannounced Observation of all new teachers (for first two years)	<i>Unannounced Observation Form</i>	✓	
Before the end of the 2 nd Quarter	Unannounced Observation of all veteran teachers	<i>Unannounced Observation Form</i>	✓	
Before end of the 1 st Semester	Summary of Student Survey Feedback (all new and veteran teachers)	<i>Student Surveys and Student Survey Summary Form</i>		✓
Mid-year	Mid-year review of student progress goal (all new and veteran teachers)	<i>Goal Setting for Student Progress Form</i>	✓	✓
During the 2 nd Semester	2 nd Unannounced Observation (all new and veteran teachers)	<i>Unannounced Observation Form</i>	✓	
By the date of the last student interim progress report	Announced Observation with pre and post-conference (all new teachers and all veteran teachers who are in their summative evaluation year.	<i>Announced Observation Form</i>	✓	
10 calendar days prior to summative evaluation date	Submission of the <i>Documentation Folder</i> (all new teachers and all veteran teachers in their Summative Evaluation year)	<i>Documentation Folder</i> cover sheet and related documents (i.e., <i>Communication Log, Professional Development Log, Goal Setting for Student Progress Form</i>)		✓
10 calendar days prior to summative evaluation date	Submission of end-of-year review of student progress goal (all new and veteran teachers)	<i>Goal Setting for Student Progress Form</i>	✓	✓
Before the last week of school. Varies depending on the school	Summative evaluation (all new teachers and all veteran teachers in their Summative Evaluation year)	<i>Summative Evaluation Form</i>	✓	

MAKING SUMMATIVE DECISIONS

Two major considerations apply when assessing job performance during summative evaluation:

- 1) the performance standards and
- 2) the documentation of the actual performance of the standards (observations, goal setting, student surveys, *Teacher Documentation Folder*)

The performance appraisal rubric and performance indicators (see Part II) provide a description of well-defined teacher performance standards.

DEFINITIONS OF RATINGS

The rating scale describes four levels of how well the standards (i.e., duties) are performed on a continuum from “exemplary” to “unacceptable.” The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., “exemplary”), note those who meet the standard (i.e., proficient), and use the two lower levels of feedback for teachers who do not meet expectations (i.e., “developing/needs improvement” and “unacceptable”).

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. ***PLEASE NOTE: Ratings are applied to individual performance standards, NOT performance indicators.***

Evaluators use four ratings when assessing performance of standards (i.e., “exemplary,” “proficient,” “developing/needs improvement,” “unacceptable”). Figure 5 offers general descriptions of these ratings.

Who Decides on the Ratings?

The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

Figure 5: Definitions of Terms Used in Rating Scale

Category	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school’s mission and goals.	Exceptional performance: consistently exhibits behaviors that have a strong positive impact on learners and the school climate serves as a role model to others sustains high performance over a period of time
Proficient	The teacher meets the standard in a manner that is consistent with the school’s mission and goals.	Effective performance: meets the requirements contained in the job description as expressed in the evaluation criteria demonstrates willingness to learn and apply new skills exhibits behaviors that have a positive impact on learners and the school climate
Developing/ Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Ineffective performance: requires support in meeting the standards results in less than quality work performance leads to areas for teacher improvement being jointly identified and planned between the teacher and Evaluator
Unacceptable	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Poor-quality performance: does not meet the requirements contained in the job description as expressed in the evaluation criteria may result in the employee not being recommended for continued employment

RATING TEACHER PERFORMANCE

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation: (a) the sample performance indicators and (b) the performance rubric.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors in the major job expectations. They were introduced in the section on *Identifying Instructional Support Performance Standards* (p. 7). Examples of performance indicators for each performance standard can be found in Part II.

Performance Rubric

A performance rubric is provided for each of the six standards (see sample below). Part II of the *Handbook* includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers for each expectation and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. ***Please note: The rating of “proficient” is the actual performance standard.***

Administrators make decisions about performance of the six performance standards based on all available evidence. After collecting information through Observation, Goal Setting, Teacher Documentation Folder, Student Surveys and other relevant sources, including evidence the teacher offers, the evaluator rates a teacher’s performance for the summative evaluation. Therefore, the summative evaluation will represent where the “preponderance of evidence” exists, based on various data sources.

During the summative evaluation, the evaluators apply the four-level rating scale to evaluate performance on all teacher expectations (see *Teacher Performance Summative Report* in Part III). The results of the evaluation are discussed with the teacher at a summative evaluation conference. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their teaching practice.

Figure 6: Sample Rubric of Teacher Performance Standard 4: Learning Environment

Exemplary <i>*In addition to meeting the standard...</i>	Proficient <i>*Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

Summative evaluations are to be completed by the last week of school for all contract types. If non-renewal of an instructional teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the professional service contract employee has had an opportunity to complete all of the Improvement Plan activities (described in the next section of this Handbook).

The evaluator submits the signed *Teacher Performance Summative Report* to the School Director/Superintendent within 10 calendar days of completing the summative conference.

IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards for their school.

Two tools are provided in TPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of “unacceptable” performance.

Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 7 shows the differences between the two processes.

Figure 7: Two Tools to Increase Professional Performance

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is unsatisfactory.
Initiates Process	Evaluator, administrator, or employee	Evaluator*
Documentation	Form Provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form Required: <i>Performance Improvement Plan</i> Building/Worksite Level Director/Superintendent is notified
Outcomes	<ul style="list-style-type: none"> • Performance improves to proficient — no more support • Some progress — continue support • Little or no progress — the employee may be moved to an <i>Improvement Plan</i>. 	<ul style="list-style-type: none"> • Sufficient improvement — recommendation to continue employment • Inadequate improvement — recommendation to non-renew or dismiss the employee

*The evaluator for teachers may be the principal or regional/district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee’s progress.

SUPPORT DIALOGUE

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. An employee could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth (see sample prompts below), and decide when to meet again. After the agreed upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a 6-week period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have the 90-calendar-day period to demonstrate that the identified deficiencies have been corrected.

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?

What have you tried to address the concern of _____ (tell specific concern)?

What support can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern), what has gone well?

What has not gone as well?

PERFORMANCE IMPROVEMENT PLAN

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a Performance Improvement Plan (see *Performance Improvement Plan* Form in Part III).

A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* will be required if

either of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:

- ◆ a rating of “Developing/Needs Improvement” on two or more performance standards, or
- ◆ a rating of “Unacceptable” on one or more performance standards or an overall rating of “Unacceptable.”

Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan*, the evaluator must:

- a) provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
- b) formulate a *Performance Improvement Plan* in conjunction with the teacher, and
- c) review the results of the *Performance Improvement Plan* with the teacher immediately following the 90 day period, or according to the established target dates.

Assistance may include:

- ◆ support from a professional peer or supervisor;
- ◆ conferences, classes, and workshops on specific topics; and/or
- ◆ other resources to be identified

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

- a) Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated “Proficient.”
- b) Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated “Developing/Needs Improvement”
- c) Little or no improvement has been achieved; the teacher is rated “Unacceptable.”

When a teacher is rated “Unacceptable,” the teacher may be recommended for dismissal. If not dismissed, an improvement plan will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated “Unacceptable” a second time, the teacher will be recommended for dismissal.

When a veteran/long-term teacher is rated unacceptable a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

Request for Review of an “Unacceptable” Rating

The teacher may request a review of the evidence in relation to an “Unacceptable” rating received on a Summative Evaluation, or as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school.

PART II

PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Instructional Planning

The teacher plans using the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 1.1 Uses data of student learning to guide planning.
- 1.2 Plans time realistically for pacing, content coverage, and transitions.
- 1.3 Plans for differentiated instruction.
- 1.4 Aligns lesson objectives to school curriculum.
- 1.5 Develops appropriate long and short-range plans, and is able to adapt plans when needed.

Exemplary <i>*In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The teacher actively seeks and uses alternative data and resources, and consistently differentiates plans to meet the needs of all students.	The teacher plans using the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

**Teachers who are exemplary often serve as role models and/or teacher leaders*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Constructs a blueprint of how to address the curriculum during the instructional time.¹
- ◆ Facilitates planning units in advance to make intra- and interdisciplinary connections.²
- ◆ Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.³
- ◆ Identifies instructional objectives and activities⁴ to promote students' cognitive and developmental growth.⁵
- ◆ Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.⁶

Performance Standard 2: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 2.1 Engages and maintains students in active learning.
- 2.2 Builds upon students' existing knowledge and skills.
- 2.3 Differentiates instruction to meet students' needs.
- 2.4 Reinforces learning goals consistently throughout the lesson.
- 2.5 Uses a variety of effective instructional strategies and resources.
- 2.6 Uses instructional technology to enhance student learning.
- 2.7 Communicates clearly and checks for understanding.

Exemplary <i>*In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Stays involved with the lesson at all stages.⁷
- ◆ Uses a variety of instructional strategies.⁸
- ◆ Uses research-based strategies to make instruction student-centered.⁹
- ◆ Involves students in cooperative learning to enhance higher-order thinking skills.¹⁰
- ◆ Uses students' prior knowledge to facilitate student learning.¹¹
- ◆ Possesses strong communication skills,¹² offering clear explanations and directions.¹³
- ◆ Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.¹⁴
- ◆ Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.¹⁵

Performance Standard 3: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 3.1 Uses pre-assessment data to develop expectations for students and to document learning.
- 3.2 Creates or selects valid and appropriate assessments.
- 3.3 Aligns student assessment with established curriculum standards and benchmarks.
- 3.4 Uses a variety of formal and informal assessment strategies to guide instruction.
- 3.5 Uses assessment tools for both formative and summative purposes.
- 3.6 Gives constructive and frequent feedback to students on their learning.

Exemplary <i>*In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student progress in a timely manner.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Offers regular, timely, and specific feedback¹⁶ and reinforcement.¹⁷
- ◆ Gives homework and offers feedback on the homework.¹⁸
- ◆ Uses open-ended performance assignments.¹⁹
- ◆ Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.²⁰
- ◆ Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.²¹

Performance Standard 4: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 4.1 Arranges the classroom to maximize learning while providing a safe environment.
- 4.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 4.3 Maximizes instructional time and minimizes disruptions.
- 4.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 4.5 Respects students' diversity, including language, culture, race, gender, and special needs.

Exemplary <i>*In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Cares about students as individuals and makes them feel valued.²²
- ◆ Adapts teaching to address student learning styles.²³
- ◆ Acknowledges his or her perspective and is open to hearing their students' worldviews.²⁴
- ◆ Is culturally competent.²⁵
- ◆ Seeks to know about the cultures and communities from which students come.²⁶

Performance Standard 5: Professionalism

The teacher maintains a commitment to professional ethics, international mindedness, and the school's mission; and takes responsibility for and participates in professional growth that results in enhancement of student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 5.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 5.2 Adheres to school policies and ethical guidelines.
- 5.3 Incorporates learning from professional growth opportunities into instructional practice.
- 5.4 Sets goals for improvement of knowledge and skills.
- 5.5 Engages in activities outside the classroom intended for school and student enhancement.
- 5.6 Demonstrates international mindedness by respecting diversity and taking an interest in various national and international traditions.

Exemplary <i>*In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well being of the school.	The teacher maintains a commitment to professional ethics, international mindedness, and the school's mission; and takes responsibility for and participates in professional growth that results in enhancement of student learning.	The teacher inconsistently observes professional ethics, international mindedness, the school's mission, or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard towards school policy, rarely takes advantage of professional growth opportunities, or demonstrates repeated cultural insensitivity.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Recognizes the levels of involvement, ranging from networking to collaboration.²⁷
- ◆ Uses multiple forms of communication between school and home.²⁸
- ◆ Acknowledges his or her perspective and is open to hearing their students' worldviews.²⁹
- ◆ Is culturally competent.³⁰
- ◆ Seeks to know about the cultures and communities from which students come.³¹

Standard 6: Student Progress

The work of the teacher results in acceptable and measurable student progress.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 6.1 Sets measurable and appropriate achievement goals for student progress based on baseline data.
- 6.2 Documents the progress of each student throughout the year.
- 6.3 Provides evidence that achievement goals have been met.

Exemplary <i>*In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable and measurable student progress.	The work of the teacher results in student growth that is less than acceptable and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student growth.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- ◆ Knows the students' abilities and sets realistic goals.³²
- ◆ Raises the achievement levels for all groups of students in the classroom.³³
- ◆ Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.³⁴

PART III FORMS AND LOGS

INTRODUCTION

Part III contains copies of forms used during the supervision of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *Student Progress Goal Setting Form*, *Teacher Documentation Folder Cover Sheet*, *Announced* and *Unannounced Observation Forms*, *Summative Evaluation Form*, and *Performance Improvement Plan* (if needed).

Figure 8: Items Used as Evidence of Quality Work Performance

Form	Documentation Completed by	
	Evaluator	Teacher
<i>Goal Setting for Student Progress Form</i>	✓	✓
<i>Announced Observation Form</i>	✓	
<i>Unannounced Observation Form</i>	✓	
<i>Documentation Folder Cover Sheet (and other artifacts)</i>		✓
<i>Student Surveys</i> <i> K-2 Survey</i> <i> 3-5 Survey</i> <i> 6-8 Survey</i> <i> 9-12 Survey</i>		✓
<i>Student Survey Summary Form</i>		✓
<i>Summative Evaluation Report</i>	✓	
<i>Improvement Plan (if needed)</i>	✓	

GOAL SETTING EXPLANATION AND FORM

- I. **Setting:** Describe the population and special circumstances of the goal setting.
- II. **Identify the content area:** The area/topic addressed based on learner achievement, learner or program progress, or observational data.
- III. **Provide baseline data:** Where the learners are now.
 - A. Collect and review data
 - B. Analyze the data
 - C. Interpret the data
 - D. Determine needs

Examples of Data Sources for Monitoring Student Progress

Criterion- and Norm-Referenced Tests

- Interim Assessments: Teacher produced benchmark-based common assessments
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Grades K – 3
- SRUSS (School Readiness Uniform Screening System), Kindergarten
- DRA or Lexile Reading levels
- Advanced Placement Examinations
- IB (International Baccalaureate) External Written Examinations
- CELLA (Comprehensive English Language Learners Assessment), Grades K-12
- Stanford Achievement Test (SAT)
- Measures of Academic Progress (MAP)
- FCAT NRT (Norm-referenced test), Reading and Mathematics, Grades 3-10
- ACT Assessments
- ITBS Assessments

Other Possible External Measures

- Presidential Fitness Awards
- Accelerated Reader program data
- Learner performance in district, state, and national competitions (adjudicated)
- Choir and band, regional and district competitions
- Art competitions
- Science fair
- Evidence of success with student outcome measures (e.g., college admittance rates, student scholarship acquisition, dual enrollment credits acquired)
- Student-related outcome measures (e.g., student attendance reports, student behavior records)
- Program-related outcome measures (e.g., summer outreach, participation rate in industry-related student internships)
- IEP data

- IV. **Write goal statement:** What you want learners to accomplish?
 - A. Select an emphasis for your goal focusing on the classroom/teacher level.

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B. Develop annual goal.

V. ***Means for attaining the goal:*** Activities used to accomplish the goals including how progress is measured and target dates.

Examples of Strategies to Improve Student Learning

- ◆ Modified teaching/work arrangement
- ◆ Cooperative planning with master teachers, team members, department members
- ◆ Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- ◆ Visits to other classrooms
- ◆ Use of instructional strategies (e.g., differentiation, interactive planning)
- ◆ Focused classroom observation
- ◆ Development of curricular supplements
- ◆ Completion of workshops, conferences, coursework
- ◆ Co-leading; collaborative teaching

VI. ***Mid-year review:*** Accomplishments after the second quarter student interim progress reports are issued and before the end of the semester. If needed, make adjustments to the professional development strategies, etc.

VII. ***End-of-year data results:*** Accomplishments at the end of the year.

The Goal Setting for Student Progress Form follows...

GOAL SETTING FOR STUDENT PROGRESS FORM

Teacher's Name _____

Subject/Grade _____ **School Year** ____ - ____

Directions

This form is a tool to assist teachers in setting a goal that results in measurable learner progress.

NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

Initial Goal Submission (due by _____ to the evaluator)

I. Setting (Describe the population and special learning circumstances)		
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)		
III. Baseline Data (What does the current data show?)	<input type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish)		
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date

Teacher's Signature _____ **Date** _____

Evaluator's Signature _____ **Date** _____

VI. Mid-Year Review (<i>Describe goal progress and other relevant data</i>)	<i>Mid-year review conducted on</i> _____ <i>Initials:</i> _____(<i>teacher</i>) _____(<i>evaluator</i>)
	<input type="checkbox"/> <i>Data attached</i>

Teacher's Signature _____ *Date* _____

Evaluator's Signature _____ *Date* _____

End-of-Year Review

Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth *Yes* *No*

Evaluator's Signature _____ *Date* _____

ANNOUNCED OBSERVATION FORM

*Evaluators use this form to document the required annual observation of the teacher. This form focuses on the four performance standards most likely to be observed. **Some standards may not be documented in a single observation.** A copy of the completed observation form is given to the teacher.*

Teacher’s Name: _____ **Date Observed:** _____

Observer’s Name: _____ **Class/Time:** _____

Pre-Conference Notes

Lesson Objectives:

Instructional Strategies:

Area of Focus:

Observation Notes

Standard 1: Instructional Planning

The teacher plans using the school’s curricula, effective strategies, resources, and data to meet the needs of all students.

Performance Indicators

- 1.1 Uses data of student learning to guide planning.
- 1.2 Plans time realistically for pacing, content coverage, and transitions.
- 1.3 Plans for differentiated instruction.
- 1.4 Aligns lesson objectives to school curriculum.
- 1.5 Develops appropriate long and short-range plans, and is able to adapt plans when needed.

Evidence Observed:

Standard 2: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Indicators

- 2.1 Engages and maintains students in active learning.
- 2.2 Builds upon students’ existing knowledge and skills.
- 2.3 Differentiates instruction to meet students’ needs.
- 2.4 Reinforces learning goals consistently throughout the lesson.
- 2.5 Uses a variety of effective instructional strategies and resources.
- 2.6 Uses instructional technology to enhance student learning.
- 2.7 Communicates clearly and checks for understanding.

Evidence Observed:

Standard 4: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.

Performance Indicators

- 4.1 Arranges the classroom to maximize learning while providing a safe environment.
- 4.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 4.3 Maximizes instructional time and minimizes disruptions.
- 4.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 4.5 Respects students' diversity, including language, culture, race, gender, and special needs.

Evidence Observed:

Standard 5: Professionalism

The teacher maintains a commitment to professional ethics, international mindedness, and the school's mission; and takes responsibility for and participates in professional growth that results in enhancement of student learning.

Performance Indicators

- 5.2 Adheres to school policies and ethical guidelines.
- 5.6 Demonstrates international mindedness by respecting and being responsive to cultural differences.

Evidence Observed:

Evaluator's Comments:

Teacher's Comments:

Signature of Teacher: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

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UNANNOUNCED OBSERVATION FORM

Teacher's Name: _____ **Date:** _____

Evaluator's Name: _____ **Class/Time:** _____

	Elements Observed	Observed	Somewhat Observed	Not Observed	Not Applicable
1	All students are actively engaged in learning activities				
2	Teacher manages student behavior effectively				
3	Learning objectives are clear and aligned to school curriculum				
4	Teacher addresses individual student needs effectively (as needed)				
5	Teacher periodically checks for understanding				
6	Effective physical arrangement and visual landscape is evident				
7	*				
8	*				

*Add other elements if needed, such as school wide goals, or subject specific elements.

Evaluator's Comments:

Teacher's Comments

TEACHER DOCUMENTATION FOLDER

What is a *Teacher Documentation Folder*?

A Teacher Documentation Folder:

- ◆ is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation
- ◆ may be kept as electronic files or in paper form
- ◆ must include the required documentation listed on the cover sheet
- ◆ is a work in progress; it is to be continually developed throughout the evaluation period
- ◆ should be user-friendly (neat, organized)
- ◆ remains in teacher's possession except when reviewed by the evaluator
- ◆ belongs to the employee

What items are required?

Standards	Required Item	Examples of Evidence
1. Instructional Planning	Evidence of unit/lesson planning and using data about student learning to guide planning and instruction	<ul style="list-style-type: none"> ● <i>Unit/lesson planning documents</i> ● <i>Differentiation in lesson planning and practice</i> ● <i>Analysis of classroom assessment</i>
2. Instructional Delivery	<i>No item is required as Instructional Delivery is the focus of the classroom observation.</i>	
3. Assessment of/for Learning	Evidence of the use of baseline and periodic assessments	<ul style="list-style-type: none"> ● <i>Samples of baseline and periodic assessments given</i> ● <i>Samples of both formative and summative assessment</i> ● <i>Graphs or tables of student results</i> ● <i>Records within electronic curriculum mapping tool/electronic gradebook</i>
4. Learning Environment	Evidence of effective learning environment: Summary of Student Surveys Form	<ul style="list-style-type: none"> ● <i>Summary of Student Surveys Form</i>
5. Professionalism	Evidence of commitment to professional growth and effective communication/collaboration with community	<ul style="list-style-type: none"> ● <i>Record of participation in extracurricular activities and events</i> ● <i>Record of professional development taken or given</i> ● <i>Examples of collaborative work with peers,</i> ● <i>Evidence of Parent Communication</i>
6. Student Progress	Evidence of goals for student progress.	<ul style="list-style-type: none"> ● <i>Student Achievement Goal setting Document- Revised at midterm and end of year</i>

TEACHER DOCUMENTATION FOLDER COVER SHEET

Teacher's Name _____ **School Year** _____

Evaluator's Name _____

Directions: Submit this cover sheet, along with your Documentation Folder, to your evaluator before the summative evaluation meeting.

<i>Check if present</i>	Item	Evaluat
<input type="checkbox"/>	Evidence of using data about student learning to guide planning and instruction	
<input type="checkbox"/>	Evidence of the use of baseline and periodic assessments	
<input type="checkbox"/>	Record of extracurricular activities	
<input type="checkbox"/>	Record of professional development taken or given	
<input type="checkbox"/>	Student Survey Summary	
<input type="checkbox"/>	Examples of collaboration with peers	
<input type="checkbox"/>	Evidence of Parent Communication	
<input type="checkbox"/>	Student Progress Goal Setting Form (Revised at midterm and end of year)	
<input type="checkbox"/>	Other (Please list the other documents in your Documentation Folder)	

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

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SAMPLE COMMUNICATION LOG (Optional)

Teacher's Name _____ **School Year** _____

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

PROFESSIONAL DEVELOPMENT LOG

Teacher's Name _____ School Year _____ - _____

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
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			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____

GRADE K-2 STUDENT SURVEY

Directions:

As your teacher reads the sentence, color the face that shows what you think.

Teacher _____ Date _____

	Yes	Some times	No
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. I learn new things in my class.			
4. I know what the rules are in my class.			
5. I am able to do the work my teacher gives me.			
6. I am happy when I am in class.			
*			
*			

*Add other elements if needed, such as school wide goals, or subject specific elements.

GRADE 3-5 STUDENT SURVEY

Directions:

Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—“YES,” “SOMETIMES,” or “NO”—that best describes how you feel about the statement.

Teacher	School Year		
	Yes	Some- times	No
My teacher listens to me.			
My teacher gives me help when I need it.			
I am able to do the work given to me.			
Students are respectful to each other in my class.			
I feel free to ask and answer questions.			
My teacher helps me understand things when I make mistakes.			
My teacher shows respect to all students.			
My teacher helps me to be organized.			
My teacher allows me to demonstrate my learning in a variety of ways.			
*			
*			

*Add other elements if needed, such as school wide goals, or subject specific elements.

GRADE 6-8 STUDENT SURVEY

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class/period in the space provided. Listed below are several statements. Evaluate each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments on the back of the survey.

Teacher's Name	School Year	Class/Period			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My teacher gives clear instructions.					
My teacher helps me to be organized.					
The amount of homework in this class is about right.					
My teacher returns my work within a few days.					
My teacher sets high learning standards for the class.					
My teacher allows me to demonstrate my learning in a variety of ways.					
My teacher helps me outside of class time when needed.					
My teacher handles classroom disruptions well.					
My teacher shows respect to all students.					
My teacher is respectful to my culture.					
I feel my teacher values me as a person.					
I feel comfortable sharing my ideas in class.					
*					
*					

*Add other elements if needed, such as school wide goals, or subject specific elements.

AASSA Schools Teacher Performance Evaluation System

GRADE 9-12 STUDENT SURVEY

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: **DO NOT PUT YOUR NAME ON THIS SURVEY.** Write your teacher's name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (√) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name _____	School Year _____	Class Period _____			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My teacher communicates clearly.					
My teacher is knowledgeable about the subject area he/she teaches.					
The workload in this class is manageable.					
My teacher gives feedback on work and exams in a timely manner.					
I get helpful feedback from my teacher.					
My teacher handles classroom disruptions effectively.					
My teacher allows me to demonstrate my learning in a variety of ways.					
I feel challenged in this class.					
I feel comfortable sharing my ideas in class.					
My teacher helps me outside of class time when needed.					
My teacher shows respect to all students.					
My teacher respects my culture.					
I feel my teacher values me as a person.					
*					
*					

*Add other elements if needed, such as school wide goals, or subject specific elements.

Comments:

STUDENT SURVEY SUMMARY

Teacher's Name _____ School Year _____

Grade(s) _____ Subject(s) _____

Survey Version Given: Grades K-2 Grades 3-5 Grades 6-12

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
_____ %

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).
5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).
6. Analyze survey responses and answer the following questions:
 - A) What did students perceive as your major strengths?

 - B) What did students perceive as your major weaknesses?

 - C) How can you use this information for continuous professional growth?

(Include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Folder.)

TEACHER SUMMATIVE PERFORMANCE REPORT

Teacher _____ **School** _____

Grade/Subject _____ **School Year** _____

Contract Status _____

Documentation Reviewed: Teacher Documentation Folder Goal Setting Form Announced Observation Form Unannounced Observation Form Student Survey Summary Other _____

Directions: Evaluators use this form at the end of the school year¹ to provide the teacher with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

Performance Standard 1: Instructional Planning

Exemplary <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
The teacher actively seeks and uses alternative data and resources, and consistently differentiates plans to meet the needs of all students.	The teacher plans using the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 2: Instructional Delivery

Exemplary <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
The teacher optimizes students’ opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 3: Assessment of/for Learning

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student progress in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 4: Learning Environment

Exemplary <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 5: Professionalism

Exemplary <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well being of the school.	The teacher maintains a commitment to professional ethics, international mindedness, and the school’s mission; and takes responsibility for and participates in professional growth that results in enhancement of student learning.	The teacher inconsistently observes professional ethics, international mindedness, the school’s mission, or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard towards school policy, rarely takes advantage of professional growth opportunities, or demonstrates repeated cultural insensitivity.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 6: Student Progress

Exemplary <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable and measurable student progress.	The work of the teacher results in student growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student growth.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Overall Evaluation Summary

- Recommended for continued employment
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

Evaluator's Signature

Teacher's Signature

Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

Date

Date

Site Administrator's Signature

Date

PERFORMANCE IMPROVEMENT PLAN

Teacher _____ **School** _____

Grade/Subject _____ **School Year** _____

<i>Performance Standard Number</i>	<i>Performance deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided Activities to be Completed by the Employee</i>	<i>Target Dates</i>

_____ Evaluator’s Signature/Date Initiated	The teacher’s signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance. _____ Teacher’s Signature/Date Initiated
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Results of Performance Improvement Plan¹:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates²</i>

Final recommendation based on outcome of Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.
- The deficiencies were not corrected: teacher is recommended for non-renewal/dismissal.

 Evaluator’s Signature/Date Reviewed

 Teacher’s Signature/Date Reviewed
 Signature denotes the review occurred, not necessarily agreement with the final recommendation.

¹ These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.

² Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher.

____ **Additional Pages Attached**

ENDNOTES

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- ¹ McEwan, E. K. (2002). *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.
- ² McEwan, 2002.
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- ⁵ Panasuk, R., Stone, W., & Todd, J. (2002). Lesson planning strategy for effective mathematics teaching. *Education*, 2(2), 714, 808-827.
- ⁶ Buttram, J. L., & Waters, J. T. (1997). Improving America's schools through standards-based education. *Bulletin*, 81(590), 1-5.
- ⁷ Education USA Special Report. (n. d.). *Good teachers: What to look for*. Rockville, MD: National School Public Relations Association; Panasuk, Stone, & Todd, 2002.
- ⁸ Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 5(8), 12-17; Educational Review Office. (1998). *The capable teacher*. Retrieved January 19, 2002, from <http://www.ero.govt.nz/Publications/eers1998/98no2hl.html>
- ⁹ Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69-87.
- ¹⁰ Shellard & Protheroe, 2000.
- ¹¹ Covino & Iwanicki, 1996.
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- ¹⁴ Shellard, E., & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series*. Arlington, VA: Educational Research Service.
- ¹⁵ Cawelti, G. (1999). *Handbook of research on improving student achievement* (2nd ed.). Arlington, VA: Educational Research Service; Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: ASCD; Covino & Iwanicki, 1996; Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (7th ed.). New York: Addison-Wesley; Tobin, K. (1980). The effect of extended teacher wait-time on science achievement. *Journal of Research in Science Teaching*, 17, 469-475; Wang, M., Haertel, G. D., & Walberg, H. (1993). What helps students learn? *Educational Leadership*, 51(4), 74-79.
- ¹⁶ Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: ASCD.
- ¹⁷ Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: Association for Supervision and Curriculum Development.
- ¹⁸ Stronge, J. H. (2007). *Qualities of effective teachers* (2nd Ed). Alexandria, VA: ASCD.

- ¹⁹ Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80(9), 658-660.
- ²⁰ Gronlund, N. E. (2002). *Assessment of student achievement* (7th ed.). Boston: Allyn & Bacon.
- ²¹ Stronge, 2007.
- ²² Peart, N. A., & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education*, 5(3), 269-284.
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- ²⁶ Weinsten, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice*, 42(4), 269-276.
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- ³⁰ Cruickshank, D. R., & Haeefe, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26-30.
- ³¹ Weinsten, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice*, 42(4), 269-276.
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