



School District of Clayton Board of Education

#2 Mark Twain Circle • Clayton, Missouri 63105 • 314-854-6000 • Fax: 314-854-6093
- www.clayton.k12.mo.us -

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August 11, 2009

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Dear Colleagues,

We begin the 2009-2010 school year with significant revisions to the Teacher Evaluation System and the new Standards of Professional Practice. The new Standards are the outcome of discussions with teachers and administrators about exemplary teaching practices and professional responsibilities that foster student learning and contribute to the broader work of the school community.

Standards of Professional Practice

- I. Teachers are committed to students and their learning.
- II. Teachers know the content they teach and how to teach that content to their students.
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment.
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
- V. Teachers are committed to continuous improvement and professional learning.
- VI. Teachers exhibit a high degree of professionalism.

The fundamental aspects of professional practice are listed as Performance Criteria under each Standard and further clarified by descriptive and observable examples of teacher and student behaviors identified as Examples of Evidence. You will find copies of these documents in the enclosed packet and on the Human Resources website.

The Standards of Professional Practice provide:

- A description of the teacher responsibilities that promote improved student learning.
- A definition of what teachers should know and be able to do in the exercise of their profession, based on research and best practice.
- A framework to help teachers improve their practices and administrators to provide appropriate support.
- A structure to address the complexities of teaching applicable to teachers from novice through accomplished.

The Standards of Professional Practice, Performance Criteria and Examples of Evidence are designed to provide a common language for discussion, reflection and written summaries about teaching and student learning. The new Standards are inclusive of the teacher's responsibilities for professional growth and to the broader school community (reference Standards IV and V). As a result, the term Expanded Practice will no longer be used to describe these aspects of teachers' professional practice.

In addition to the new Standards, please note the following revisions to the process.

Data collected from observations of teachers' practice are a critical component of the evaluation process. Teachers and administrators need to make every effort to ensure that the procedure for each observation, from the pre-observation planning conference through the teacher's submission of their written reflection of the post-observation conference, occurs within a concise timeline. Please use the new Pre-Observation Planning Form, Observation Notes Form and Post-Observation Conference Report Form. You will find a copy of the new forms in the enclosed packet. You can retrieve these forms from the Human Resources website.

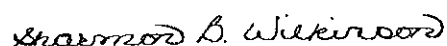
Timelines have been added to the list of required evaluation components for each career stage: Probationary Years, Initial Career Review and Career Teacher. You will find a copy of the new timelines in the enclosed packet. You can retrieve these from the Human Resources website.

An Evaluation Rubric will be a component of the Principal's Summary Report for teachers in the Probationary and Career Review stages of their careers. The recommended revision to the Principal's Summary Report will be presented to the Teaching and Learning Council in September. It is expected that the Principal's Summary Report will be descriptive evidence of a teacher's professional practice representing a composite of information obtained from a variety of data sources compiled during the school year.

We will continue to refine the Teacher Evaluation System document. Please send me your suggestions on what would be helpful to you. Your input is needed to further refine an evaluation system that reflects the exemplary teaching of our staff. Document updates will be communicated as they are finalized.

The Teacher Evaluation System in the School District of Clayton recognizes the complexity and importance of teaching in a high-performing school district – one in which there is an emphasis on continuous improvement and shared responsibility for student learning. You make the difference for our students!

Sincerely,

A handwritten signature in cursive script that reads "Sharmon B. Wilkinson".

Sharmon B. Wilkinson, Ed.D.
Assistant Superintendent of
Human Resources and Student Services

TEACHER EVALUATION SYSTEM

PHILOSOPHY AND GOALS

Effective teachers are continuous learners. Students benefit from teachers who have positive attitudes about themselves and their careers and who model the process of lifelong learning. An evaluation system for teachers must encourage teachers to learn about themselves, personally and professionally, about their subject matter and pedagogy, about their students, about their school and about their District. The system requires that they engage in periodic self-assessment, participate in professional dialogue with colleagues and supervisors, and receive feedback from the various groups they serve. With a better sense of what they do well and how they can grow, teachers then have the opportunity to pursue their learning and thus to continue to develop as professionals. Teacher evaluation challenges teachers to be the best they can be and to align their talents and skills with the goals of the building and the District.

The primary purpose of the School District of Clayton is to provide students with the best possible education. Teacher evaluation, therefore, has three goals.

- **to ensure a consistently high-quality teaching staff,**
- **to support teachers in their own learning and growth, and**
- **to inform employment decisions.**

The design of the School District of Clayton Teacher Evaluation System recognizes the complexity and importance of teaching in a high-performing school district – one in which there is an emphasis on continuous improvement and shared responsibility for student learning. Good teaching is nurtured in a school district that values feedback, analysis and refinement of the quality of teaching.

In order to help teachers increase their expertise, the evaluation process is designed to:

- **uphold professional standards,**
- **focus on classroom practice,**
- **provide flexibility for teachers and evaluators,**
- **include broad-based data,**
- **acknowledge and accommodate differences in experience among teachers,**
- **support reflective practice,**
- **provide multiple opportunities for professional conversations about teaching and learning,**
- **place teacher evaluation in a broader context with the District,**
- **encourage congruence among District, building, team, and individual goals, and**
- **provide opportunities for growth and recognition.**

Teacher evaluation builds upon teachers' strengths, encourages teachers to reflect upon the teaching process, and addresses individual areas for growth. The Teacher Evaluation System and the professional development process both focus on teacher growth, and thus are integral to each other. Both processes support teachers as they improve their professional skills and understandings to enhance student learning.

TEACHER EVALUATION SYSTEM

STANDARDS OF PROFESSIONAL PRACTICE

"Standards, an agreed upon framework for excellence...serve to structure conversation among educators about exemplary practice. A uniform framework allows those conversations to guide novices as well as enhance the performance of veterans."

Charlotte Danielson

Enhancing Professional Practice: A Framework in Teaching, 1996, p.6

The Standards of Professional Practice focus on instructional quality and professional responsibilities that ensure student learning. They define and describe the knowledge, skills, dispositions and commitments expected of teachers in the District. They guide the work of the teachers in our District, particularly in the areas of teacher evaluation and professional development. As a District, we define these standards through ongoing professional conversations as we shape our shared vision for teachers as professionals. District professionals use these standards to recognize teachers' accomplishments and to identify specific areas for growth and improvement. The Standards are intended to be broad enough to provide guidance as teachers continually strive to improve their practice. The Standards are used for reflection and professional conversations, providing a lens for focusing on both the art and science of teaching and the professional responsibilities of teachers that extend to the broader school community.

Standards of Professional Practice

- I. Teachers are committed to students and their learning
- II. Teachers know the content they teach and how to teach that content to their students.
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment.
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
- V. Teachers are committed to continuous improvement and professional learning.
- VI. Teachers exhibit a high degree of professionalism.

The fundamental aspects of professional practice are listed as Performance Criteria under each Standard and further clarified by descriptive and observable examples of teacher and student behaviors identified as "Look-Fors" (see Appendix). The Standards of Professional Practice, Performance Criteria and Look-Fors are designed to provide a common language throughout the District for discussions and written summaries about teaching and learning. They are intended to help teachers improve their practice and help administrators provide appropriate support.

PROFESSIONAL CONVERSATIONS AND REFLECTIONS ABOUT STANDARDS OF PROFESSIONAL PRACTICE

- Focus on instructional quality and professional responsibilities that ensure student learning, instructional results rather than instructional processes
- Provide a lens for focusing on the art and science of teaching and broader commitment to the school community
- Guide the work of teachers
- Provide a framework for formulating instructional and professional goals
 - ✓ Recognize teachers accomplishments
 - ✓ Identify areas for growth and improvement
- Develop self-directedness that results in high-impact teaching and learning

Standard I: Teachers are committed to students and their learning.

Performance Criteria

- A. The teacher acts on the belief that every student can learn and that all can master an appropriately challenging curriculum.
- B. The teacher sets clear and specific learning outcomes for students and holds the students and himself/herself accountable for meeting those objectives.
- C. The teacher produces measurable growth in student achievement toward goals he/she has set on system wide accountability measures.
- D. The teacher recognizes and values individual differences in his/her students and adjusts his/her practices accordingly.
- E. The teacher understands diversity and respects the influence of culture and background on learning.
- F. The teacher extends his/her mission beyond the academic growth of students.
- G. The teacher communicates effectively with students and parents.

Standard II: Teachers know the content they teach and how to teach that content to their students.

Performance Criteria

- A. The teacher understands the content of his/her subject area(s) and how knowledge in his/her subject field is created, organized and linked to other disciplines.
- B. The teacher keeps abreast of current developments in his/her field to deepen teacher and student understanding of the discipline.
- C. The teacher demonstrates subject area knowledge and conveys his/her knowledge clearly to students.
- D. The teacher plans and designs effective instruction focused on student mastery of curriculum goals.
- E. The teacher generates multiple paths to knowledge.
- F. The teacher teaches the curriculum for his/her grade level(s) and subject area(s) as defined by the District.

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Performance Criteria

- A. The teacher creates a classroom that promotes openness, mutual respect, safety, support and inquiry.
- B. The teacher creates an organized classroom that ensures a productive learning environment and maximizes engaged student learning time.
- C. The teacher establishes and maintains respectful, collaborative partnerships with families in support of student learning and well-being.
- D. The teacher responds professionally to academic and/or behavioral concerns and communicates with families in a timely manner.
- E. The teacher selects appropriate lessons, activities and enhanced learning settings in order to engage students.
- F. The teacher establishes and maintains classroom rules and procedures in accordance with school and District policies.

Standard IV: Teachers continually assess student progress, analyze the results and adapt instruction to improve student achievement.

Performance Criteria

- A. The teacher demonstrates an understanding of and uses assessment (formal, informal and common) as an integral part of instruction that guides teaching and enhances student learning and motivation.
- B. The teacher uses assessments to measure student growth and development towards classroom and District curricular outcomes and benchmarks.
- C. The teacher measures student growth and continually monitors progress toward learning targets with a variety of assessments that yield accurate and meaningful information about student learning.
- D. The teacher involves students in their own assessment.
- E. The teacher uses appropriate tools, resources and technology to manage, monitor, utilize and communicate assessment data.
- F. The teacher develops and communicates clear criteria for progress monitoring and grading practices.

Standard V: Teachers are committed to continuous improvement and professional learning.

Performance Criteria

- A. The teacher examines his/her practices and draws upon current educational research and research-based strategies to plan and implement instruction.
- B. The teacher contributes to the work of school and District professional learning communities.
- C. The teacher keeps abreast of current technology and integrates it within curriculum, teaching and communication processes to meet minimum District standards of competencies.
- D. The teacher assumes a personal responsibility for curriculum development and professional growth.

Standard VI: Teachers exhibit a high degree of professionalism.

Performance Criteria

- A. The teacher supports team, building and District decisions and goals.
- B. The teacher assumes roles as a leader in the educational community.
- C. The teacher works with colleagues to analyze school needs (data) and identify and implement strategies for school improvement and to support the mission of the school system.
- D. The teacher demonstrates attitudes and behaviors that contribute to a positive climate and efficient operation of the classroom, building and District.
- E. The teacher follows the policies, procedures and directives of the school and District.
- F. The teacher upholds the profession's ethical standards and legal guidelines.

Teacher Evaluation System

Standards of Professional Practice, Performance Criteria and Examples of Evidence Connection to Professional Development Pillars

Standard I: Teachers are committed to students and their learning.

- A. The teacher acts on the belief that every student can learn and that all can master an appropriately challenging curriculum.
- B. The teacher sets clear and specific learning outcomes for students and holds the students and himself/herself accountable for meeting those objectives.
- C. The teacher produces measurable growth in student achievement toward goals he/she has set on system wide accountability measures.
- D. The teacher recognizes and values individual differences in his/her students and adjusts his/her practices accordingly.
- E. The teacher understands diversity and respects the influence of culture and background on learning.
- F. The teacher extends his/her mission beyond the academic growth of students.
- G. The teacher communicates effectively with students and parents.

Examples of evidence of beliefs, commitment, and tenacity	Curriculum Design and Content Knowledge	Balanced Assessment	Responsive Instruction	Technology Training and Integration	Professional Learning Communities & Collaboration
1. Sends these key messages to students through instructional practices and interactive behavior: <ul style="list-style-type: none"> This is important. You can do it. I won't give up on you. Effective effort leads to achievement. 			•		
2. Develops and communicates clear criteria for success for student work; uses models, rubrics, exemplars/anchor papers, etc.		•			
3. Assesses student progress before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment).		•			
4. Teaches students strategies for exerting effective effort, e.g. time management, study skills, knowledge, and use of resources including teacher, family, and peers.			•		
5. Takes responsibility for academic growth and achievement of all students.			•		
6. Promotes students' social and emotional development.			•		
7. Teaches students to reflect on and to apply standards and criteria to their work.		•			
8. Provides opportunities for students to receive individual support as needed; perseveres in outreach to students.			•		
9. Uses different instructional strategies when students do not meet objectives.			•		
10. Demonstrates/models sensitivity to all students; treats all students respectfully and equitably.			•		
11. Understands and respects the cultural and religious backgrounds of their students.			•		
12. Helps students from other cultures acclimate to routines in the school.			•		
13. Uses research and other information on students' developmental stages and how students think and learn in planning instruction.			•		
14. Differentiates instructional strategies for the class as a whole and reasonably adjust strategies during the lesson.			•		
15. Uses differentiated activities and assignments that reflect high standards for all students.			•		
16. Communicates (telephone calls, email, etc.) with families regarding academic and behavioral growth and concerns in a timely manner.			•		

Standard II: Teachers know the content they teach and how to teach that content to their students.

- A. The teacher understands the content of his/her subject area(s) and how knowledge in his/her subject field is created, organized, and linked to other disciplines.
- B. The teacher keeps abreast of current developments in his/her field to deepen teacher and student understanding of the discipline.
- C. The teacher demonstrates subject area knowledge and conveys his/her knowledge clearly to students.
- D. The teacher plans and designs effective instruction focused on student mastery of curriculum goals.
- E. The teacher generates multiple paths to knowledge.
- F. The teacher teaches the curriculum for his/her grade level(s) and subject area(s) as defined by the District.

<i>Examples of evidence of knowledge, planning skills, and successful instruction</i>	Curriculum Design and Content Knowledge	Balanced Assessment	Responsive Instruction	Technology Training and Integration	Professional Learning Communities & Collaboration
1. Displays deep and broad content knowledge in his/her field.	•				
2. Plans for the year, semester, marking period, unit, and day; includes all curricular goals with appropriate sequencing and time allocation.	•				
3. Plans instruction in specific thinking skills and learning experiences that require student use of those skills.			•		
4. Provides clear explanations.			•		
5. Asks questions appropriate to the mastery objective.	•	•	•		
6. Requires students to support their responses with evidence.		•			
7. Anticipates student misconceptions, difficulties, and confusion and adjusts instruction accordingly.		•			
8. Identifies and uses a variety of sources of information within his/her subject(s).			•		
9. Teaches students how to access information about a subject from multiple sources.			•		
10. Gives students the tools and provides the motivation to be independent inquirers and learners.			•		
11. Models and teaches a variety of organizational and research strategies to link ideas and develop understanding.					
12. Provides appropriate opportunities for divergent thinking.		•	•		
13. Models and teaches students a variety of ways to share their learning.			•		
14. Provides opportunities for students to summarize/reflect on what they have learned, articulate why it is important, and extend their thinking.		•			
15. Uses research and other information on students' development stages and how students think and learn in planning instruction.			•		
16. Assigns purposeful homework, papers, projects, and other out-of-class activities that are effective extensions of classroom instruction.			•		
17. Plans lessons that focus on learner objectives and communicates those objectives to students.			•		
18. Pre-assesses (formally and informally) student knowledge and skills in order to plan instruction.		•			
19. Plans activities that create links between students' prior knowledge and new knowledge.			•		
20. Collaborates with colleagues (in or outside the building) to develop lessons or units and assessment aligned to the curriculum	•		•		

<i>Examples of evidence of knowledge, planning skills, and successful instruction</i>	Curriculum Design and Content Knowledge	Balanced Assessment	Responsive Instruction	Technology Training and Integration	Professional Learning Communities & Collaboration
21. Identifies the appropriate criteria for students' demonstration of understanding of curricular objectives and communicates it explicitly.		•			
22. Checks for understanding in a variety of ways and modifies instruction to meet student needs.		•			
23. Uses instructional materials that reflect diversity and emphasize the commonality of all people.			•		
24. Integrates a variety of appropriate instructional materials including technology.			•		
25. Provides opportunities for students to appropriately integrate technology into their learning, applications, and assignments.			•		
26. Provides lessons that relate to daily life and are relevant to students; links learning to real-life applications.			•		
27. Plans for informed, flexible student grouping to maximize student learning.			•		
28. Uses spoken and written language correctly and expressively, with well-chosen vocabulary that enriches the lesson.			•		
29. Displays deep and broad content knowledge in his/her field.	•				
30. Plans for the year, semester, marking period, unit, and day; includes all curricular goals with appropriate sequencing and time allocation.	•				

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

- A. The teacher creates a classroom that promotes openness, mutual respect, safety, support and inquiry.
- B. The teacher creates an organized classroom that ensures a productive learning environment and maximizes engaged student learning time.
- C. The teacher establishes and maintains respectful, collaborative partnerships with families in support of student learning and well-being.
- D. The teacher responds professionally to academic and/or behavioral concerns and communicates with families in a timely manner.
- E. The teacher selects appropriate lessons, activities and enhanced learning settings in order to engage students.
- F. The teacher establishes and maintains classroom rules and procedures in accordance with school and District policies.

<i>Examples of evidence of positive climate, management, and family partnerships</i>	Curriculum Design and Content Knowledge	Balanced Assessment	Responsive Instruction	Technology Training and Integration	Professional Learning Communities & Collaboration
1. Creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to each other, and showing respect for others' contributions.			•		
2. Communicates to all students that each is capable of learning a challenging curriculum and that focused effort leads to achievement.			•		
3. Builds and promotes interpersonal relationships with and among all students.			•		
4. Incorporates multi-cultural resources in classroom and lesson design.			•		
5. Involves students in establishing classroom rules and procedures.			•		
6. Clearly communicates and periodically re-teaches expectations for student behavior.			•		
7. Uses a repertoire of strategies matched to student needs in order to anticipate and/or address behavior problems.			•		
8. Communicates an appropriate level of guidance and control to teach students positive and negative consequences of their behavior.			•		
9. Develops a classroom community where students understand the positive and negative consequences of their behavior.			•		
10. Creates a classroom atmosphere that welcomes and values all students and families.			•		
11. Solicits and uses information from families about their children's learning styles, strengths, and needs.			•		
12. Communicates positive and/or negative feedback to families in a timely manner.		•	•		
13. Communicates in a variety of ways (telephone calls, email, interim reports, notes, conferences, School Wires) with families and responds to concerns in a timely manner.		•	•		
14. Uses a variety of instructional groupings appropriate to learning goals.			•		
15. Teaches students to work positively and productively with others in a variety of groupings.			•		
16. Arranges space, equipment, and materials to support instruction and to accommodate the needs of all students.			•		
17. Extends the learning environment beyond the classroom and textbook to practice and deepen students understanding of new knowledge.			•		
18. Uses activities based on meaningful content.			•		
19. Plans lessons that are appropriately challenging to minimize student behavior problems.			•		

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

- A. The teacher demonstrates an understanding of and uses assessment (formal, informal, and common) as an integral part of instruction that guides teaching and enhances student learning and motivation.
- B. The teacher uses assessments to measure student growth and development towards classroom and District curricular outcomes and benchmarks.
- C. The teacher measures student growth and continually monitors progress toward learning targets with a variety of assessments that yield accurate and meaningful information about student learning.
- D. The teacher involves students in their own assessment.
- E. The teacher uses appropriate tools, resources, and technology to manage, utilize and communicate assessment data.
- F. The teacher develops and communicates clear criteria for progress monitoring and grading practices.

<i>Examples of evidence of assessment, analysis, and adaptation of instruction</i>	Curriculum Design and Content Knowledge	Balanced Assessment	Responsive Instruction	Technology Training and Integration	Professional Learning Communities & Collaboration
1. Uses assessments that are aligned to clear and appropriate learning objectives.	•	•	•		
2. Understands and uses a variety of assessment methods (formative and summative) to collect evidence of student learning.	•	•			
3. Chooses assessment methods that match intended learning targets.	•	•			
4. Collaborates with colleagues to develop and implement assessments.	•	•			•
5. Designs assessments that serve intended purposes.		•	•		
6. Creates well-written assessments in a variety of formats.		•	•		
7. Avoids sources of bias that distort results.		•	•		
8. Uses assessment practices that recognize and accommodate individual differences.		•	•		
9. Has a comprehensive plan over time for assessing learning targets.	•	•	•		
10. Provides students with clear, student-friendly versions of the learning targets to be mastered.		•	•		
11. Provides students with examples and models of strong and weak work (anchor papers).		•	•		
12. Involves students in the creation of rubrics and scoring guides.		•	•		
13. Involves students in assessing, tracking, and setting goals for their own learning and in collecting evidence regarding their progress toward learning objectives.		•	•	•	
14. Provides descriptive, frequent feedback to students to guide them in their learning.		•	•		
15. Involves students in communicating about their own learning.		•	•		
16. Informs students and families of student progress on a regular basis, in a timely manner.		•	•		
17. Records assessment information accurately, keeps it confidential, and appropriately combines and summarizes it for reporting (including grades), so as to accurately reflect the current level of student learning.		•		•	
18. Selects the best reporting option (grades, narrative, portfolios, and conferences) for each context (learning targets and users).		•	•		
19. Interprets and uses standardized test results to make decisions about student learning.		•	•	•	
20. Effectively communicates assessment results to students and to a variety of audiences outside the classroom, including parents, colleagues, and other stakeholders.		•			
21. Works collaboratively to develop, use, and analyze common assessments.		•			•
22. Has students complete self assessment, set goals and reflect on progress.		•	•		

Standard V: Teachers are committed to continuous improvement and professional learning.

- A. The teacher examines his/her practices and draws upon current educational research and research-based strategies to plan and implement instruction.
- B. The teacher contributes to the work of school and District professional learning communities.
- C. The teacher keeps abreast of current technology and integrates it within curriculum, teaching, and communication processes to meet minimum District standards of competencies.
- D. The teacher assumes a personal responsibility for curriculum development and professional growth.

<i>Examples of evidence of reflection and collaboration for personal growth</i>	Curriculum Design and Content Knowledge	Balanced Assessment	Responsive Instruction	Technology Training and Integration	Professional Learning Communities & Collaboration
1. Develops individual professional development goals that connect to school improvement plans and District goals.					•
2. Participates in workshops, conferences, activities sponsored by professional organizations, etc.; brings ideas back to the school and tries them in own instructional practice.					•
3. Develops, shares with colleagues, and maintains a portfolio or the means of assembling evidence of meeting evaluations standards.					•
4. Reviews current research; uses current research as a foundation for planning instructional content and delivery.	•	•	•	•	•
5. Examines student work with colleagues to analyze and adjust instruction.	•	•	•		
6. Shares materials and experiences with colleagues; plans, evaluates, and reflects with colleagues on lessons.					•
7. Engages in peer visits and reflection.					
8. Reflects on own strengths and weaknesses and modifies instruction accordingly.					•
9. Appropriately modifies instruction based on feedback from formal and informal observations.	•		•		•
10. Actively participates in professional feedback conversations (informal and formal) by analyzing teacher and student behaviors, asking appropriate questions, and making appropriate comments and suggestions for improvement.					•
11. Seeks the support of colleagues and is open to applying advice or suggestions.					•
12. Supports horizontal and vertical teaming efforts.					•
13. Participates in professional development in the area of technology.				•	
14. Uses technology to enhance students' learning.				•	
15. Completes technology self-assessment and determines individual technology learning and usage goals based on results.				•	

Standard VI: Teachers exhibit a high degree of professionalism.

- A. The teacher supports team, building, and District decisions and goals.
- B. The teacher assumes roles as a leader in the educational community.
- C. The teacher works with colleagues to analyze school needs (data) and identify and implement strategies for school improvement and to support the mission of the school system.
- D. The teacher demonstrates attitudes and behaviors that contribute to a positive climate and efficient operation of the classroom, building, and District.
- E. The teacher follows the policies, procedures, and directives of the school and District.
- F. The teacher upholds the profession's ethical standards and legal guidelines.

<i>Examples of evidence of leadership, professionalism, and routines</i>	Curriculum Design and Content Knowledge	Balanced Assessment	Responsive Instruction	Technology Training and Integration	Professional Learning Communities & Collaboration
1. Participates in and/or takes a leadership role in professional development activities, committees, or school-level decision making.					•
2. Engages in dialogue, problem-solving, planning, or curricular improvement with other teachers in the same grade level or subject discipline within the school or across the District.	•	•	•		•
3. Serves as a formal or informal mentor to others.					•
4. Represents the District in a professional manner in interactions with students, parents, and other members of the community.					•
5. Interacts in a respectful manner with all members of the school community.					•
6. Participates in development and implementation of local school improvement goals.					•
7. Establishes classroom standards and policies that are consistent with school-wide policies.			•		•
8. Participates in setting goals and implementing school-wide plans for student behavior management.			•		•
9. Sponsors, actively participates in, and/or supports student extra-curricular and/or co-curricular activities such as clubs, teams, cultural productions etc.					•
10. Participates in required staff, team, committee and department meetings, and parent conferences.					•
11. Performs required school duties outside of the classroom such as hall supervision, bus supervision, chaperoning, and recess supervision.					•
12. Regularly monitors student behavior beyond the classroom and reinforces appropriate student behavior.			•		•
13. Reports discipline or other problems to the administration in a timely manner after making appropriate attempts to solve problematic classroom situations.			•		•
14. Meets professional obligations in a timely fashion (e.g. submits paperwork, reports and responses to requests for information on time).					•
15. The teacher is punctual, manages time effectively, maintains and provides necessary records, and completes duties in a timely manner.					•
16. Starts and ends class on time.			•		•
17. Practices productive work habits.			•		•
18. Leaves well-planned lessons when absent.			•		•
19. Recognizes and responds appropriately in crisis situations.			•		•
20. Uses feedback constructively.		•	•		•
21. Handles disagreements with colleagues in a professional and respectful manner.					•

TEACHER EVALUATION SYSTEM

PROBATIONARY TEACHER EVALUATION PROCESS

YEAR ONE

FOCUS

- ☐ Dialogue and Reflection about Standards of Professional Practice

EVALUATORS

<input type="checkbox"/> Principal/Assistant Principal	
<input type="checkbox"/> Principal identifies Other District Professionals to observe and assist	
<input type="checkbox"/> District Review by Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Human Resources and Student Services with Principal	March 1 st

DATA SOURCES

<i>Three Observations (Two Scheduled and One Unscheduled)</i>	
<input type="checkbox"/> 1 st Observation	October 15 th
<input type="checkbox"/> 2 nd Observation	November 15 th
<input type="checkbox"/> 3 rd Observation	January 15 th

<i>Client Survey (Student Survey)</i>	
<input type="checkbox"/> Distribute Survey	February 15 th
<input type="checkbox"/> Analysis and Written Reflection	April 15 th

PRINCIPAL'S SUMMARY REPORT/GOAL SETTING CONFERENCE

<input type="checkbox"/> Probationary Teacher Annual Report	May 30 th
<input type="checkbox"/> Principal's Summary Report	May 30 th
<input type="checkbox"/> Goals and action plans for next year	May 30 th

PORTFOLIO

<input type="checkbox"/> Vita	Annually
<input type="checkbox"/> Observation Reports	Annually
<input type="checkbox"/> Client Survey Feedback and Reflection	Annually
<input type="checkbox"/> Learning Journal Reflection (PLC)	Annually
<input type="checkbox"/> Professional Development Log (All of E)	Annually
<input type="checkbox"/> Record of Professional Activities	Annually
<input type="checkbox"/> Other artifacts or documents	Annually
<input type="checkbox"/> Goal and action plans for next year	Annually
<input type="checkbox"/> Principal's Summary Report	Annually

FINANCIAL SUPPORT

<input type="checkbox"/> Building Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st
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TEACHER EVALUATION SYSTEM

PROBATIONARY TEACHER EVALUATION PROCESS

YEAR TWO

FOCUS

- ☐ Dialogue and Reflection about Standards of Professional Practice

EVALUATORS

<input type="checkbox"/> Principal/Assistant Principal	
<input type="checkbox"/> Principal identifies Other District Professionals to observe and assist	
<input type="checkbox"/> District Review by Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Human Resources and Student Services with Principal	March 1 st

DATA SOURCES

<i>Three Observations (Two Scheduled and One Unscheduled)</i>	
<input type="checkbox"/> 1 st Observation	October 15 th
<input type="checkbox"/> 2 nd Observation	November 15 th
<input type="checkbox"/> 3 rd Observation	January 15 th

PRINCIPAL'S SUMMARY REPORT/GOAL SETTING CONFERENCE

<input type="checkbox"/> Probationary Teacher Annual Report	May 30 th
<input type="checkbox"/> Principal's Summary Report	May 30 th
<input type="checkbox"/> Goals and action plans for next year	May 30 th

PORTFOLIO

<input type="checkbox"/> Vita	Annually
<input type="checkbox"/> Observation Reports	Annually
<input type="checkbox"/> Learning Journal Reflection (PLC)	Annually
<input type="checkbox"/> Professional Development Log (All of E)	Annually
<input type="checkbox"/> Record of Professional Activities	Annually
<input type="checkbox"/> Other artifacts or documents	Annually
<input type="checkbox"/> Goal and action plans for next year	Annually
<input type="checkbox"/> Principal's Summary Report	Annually

FINANCIAL SUPPORT

<input type="checkbox"/> Building Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st
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TEACHER EVALUATION SYSTEM

PROBATIONARY TEACHER EVALUATION PROCESS

YEAR THREE

FOCUS

- ☐ Dialogue and Reflection about Standards of Professional Practice

EVALUATORS

<input type="checkbox"/> Principal/Assistant Principal	
<input type="checkbox"/> Principal identifies Other District Professionals to observe and assist	
<input type="checkbox"/> District Review by Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Human Resources and Student Services with Principal	March 1 st

DATA SOURCES

<i>Two Observations (One Scheduled and One Unscheduled)</i>	
<input type="checkbox"/> 1 st Observation	November 15 th
<input type="checkbox"/> 2 nd Observation	January 15 th

<i>Client Survey (Student and Parent Survey)</i>	
<input type="checkbox"/> Distribute Survey	February 15 th
<input type="checkbox"/> Analysis and Written Reflection	April 15 th

PRINCIPAL'S SUMMARY REPORT/GOAL SETTING CONFERENCE

<input type="checkbox"/> Probationary Teacher Annual Report	May 30 th
<input type="checkbox"/> Principal's Summary Report	May 30 th
<input type="checkbox"/> Goals and action plans for next year	May 30 th

PORTFOLIO

<input type="checkbox"/> Vita	Annually
<input type="checkbox"/> Observation Reports	Annually
<input type="checkbox"/> Client Survey Feedback and Reflection	Annually
<input type="checkbox"/> Learning Journal Reflection (PLC)	Annually
<input type="checkbox"/> Professional Development Log (All of E)	Annually
<input type="checkbox"/> Record of Professional Activities	Annually
<input type="checkbox"/> Other artifacts or documents	Annually
<input type="checkbox"/> Goal and action plans for next year	Annually
<input type="checkbox"/> Principal's Summary Report	Annually

FINANCIAL SUPPORT

<input type="checkbox"/> Tuition Support -- Principal and Assistant Superintendent of Human Resources and Student Services	Apply by Friday prior to Spring break
<input type="checkbox"/> Building Incentive Funds -- Principal and Assistant Superintendent of Teaching and Learning	May 1 st
<input type="checkbox"/> Individual Incentive Funds -- Principal and Assistant Superintendent of Teaching and Learning	May 1 st

TEACHER EVALUATION SYSTEM

PROBATIONARY TEACHER EVALUATION PROCESS

YEAR FOUR

FOCUS

- ☐ Dialogue and Reflection about Standards of Professional Practice

EVALUATORS

<input type="checkbox"/> Principal/Assistant Principal	
<input type="checkbox"/> Principal identifies Other District Professionals to observe and assist	
<input type="checkbox"/> District Review by Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Human Resources and Student Services with Principal	March 1 st

DATA SOURCES

<i>Two Observations (One Scheduled and One Unscheduled)</i>	
<input type="checkbox"/> 1 st Observation	November 15 th
<input type="checkbox"/> 2 nd Observation	January 15 th

PRINCIPAL'S SUMMARY REPORT/GOAL SETTING CONFERENCE

<input type="checkbox"/> Probationary Teacher Annual Report	May 30 th
<input type="checkbox"/> Principal's Summary Report	May 30 th
<input type="checkbox"/> Goals and action plans for next year	May 30 th

PORTFOLIO

<input type="checkbox"/> Vita	Annually
<input type="checkbox"/> Observation Reports	Annually
<input type="checkbox"/> Learning Journal Reflection (PLC)	Annually
<input type="checkbox"/> Professional Development Log (All of E)	Annually
<input type="checkbox"/> Record of Professional Activities	Annually
<input type="checkbox"/> Other artifacts or documents	Annually
<input type="checkbox"/> Goal and action plans for next year	Annually
<input type="checkbox"/> Principal's Summary Report	Annually

FINANCIAL SUPPORT

<input type="checkbox"/> Tuition Support – Principal and Assistant Superintendent of Human Resources and Student Services	Apply by Friday prior to Spring break
<input type="checkbox"/> Building Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st
<input type="checkbox"/> Individual Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st

TEACHER EVALUATION SYSTEM

PROBATIONARY TEACHER EVALUATION PROCESS

YEAR FIVE

FOCUS

- ☐ Dialogue and Reflection about Standards of Professional Practice

EVALUATORS

<input type="checkbox"/> Principal/Assistant Principal	
<input type="checkbox"/> Principal identifies Other District Professionals to observe and assist	
<input type="checkbox"/> District Review by Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Human Resources and Student Services with Principal	March 1 st

DATA SOURCES

<i>Two Observations (One Scheduled and One Unscheduled)</i>	
<input type="checkbox"/> 1 st Observation	November 15 th
<input type="checkbox"/> 2 nd Observation	January 15 th

PRINCIPAL'S SUMMARY REPORT/GOAL SETTING CONFERENCE

<input type="checkbox"/> Probationary Teacher Annual Report	May 30 th
<input type="checkbox"/> Principal's Summary Report	May 30 th
<input type="checkbox"/> Goals and action plans for next year	May 30 th

PORTFOLIO

<input type="checkbox"/> Vita	Annually
<input type="checkbox"/> Observation Reports	Annually
<input type="checkbox"/> Learning Journal Reflection (PLC)	Annually
<input type="checkbox"/> Professional Development Log (All of E)	Annually
<input type="checkbox"/> Record of Professional Activities	Annually
<input type="checkbox"/> Other artifacts or documents	Annually
<input type="checkbox"/> Goal and action plans for next year	Annually
<input type="checkbox"/> Principal's Summary Report	Annually

FINANCIAL SUPPORT

<input type="checkbox"/> Tuition Support – Principal and Assistant Superintendent of Human Resources and Student Services	Apply by Friday prior to Spring break
<input type="checkbox"/> Building Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st
<input type="checkbox"/> Individual Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st

TEACHER EVALUATION SYSTEM

CAREER TEACHER EVALUATION PROCESS

INITIAL CAREER REVIEW TWO-YEAR EXPERIENCE

FOCUS

- ☐ In-depth Professional Study
- ☐ Reflection and inquiry and refining practice
- ☐ Create a focus for career goal development

EVALUATORS

<input type="checkbox"/> Principal	
<input type="checkbox"/> Principal identifies Other District Professionals to observe, dialogue and assist	
<input type="checkbox"/> Assistant Superintendent of Human Resources and Student Services facilitates Initial Career Review Seminars	
<input type="checkbox"/> District Review by Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Human Resources and Student Services with Principal	March 1 st

DATA SOURCES

<i>Two Observations - Scheduled And Unscheduled (Must be completed during Two-Year Experience)</i>	
<input type="checkbox"/> 1 st Observation	December 15 th
<input type="checkbox"/> 2 nd Observation	March 15 th

<i>Reflection (Must be completed during 1st year of Two-Year Experience)</i>	
<input type="checkbox"/> Written Reflection	February 1 st

<i>Action Research Project</i>	
<input type="checkbox"/> Action Research Brief (Must be completed during 1 st year of Two-Year Experience)	May 1 st
<input type="checkbox"/> Action Research Summary Report (Must be completed during 2 nd year of Two-Year Experience)	April 15 th

PRINCIPAL'S SUMMARY REPORT/GOAL SETTING CONFERENCE

<input type="checkbox"/> Career Teacher Annual Report	May 30 th
<input type="checkbox"/> Principal's Summary Report	May 30 th
<input type="checkbox"/> Goals and action plans for next year	May 30 th

PORTFOLIO

<input type="checkbox"/> Vita	Annually
<input type="checkbox"/> Observation Reports	Annually
<input type="checkbox"/> Learning Journal Reflection (PLC)	Annually
<input type="checkbox"/> Professional Development Log (All of E)	Annually
<input type="checkbox"/> Record of Professional Activities	Annually
<input type="checkbox"/> Other artifacts or documents	Annually
<input type="checkbox"/> Goal and action plans for next year	Annually
<input type="checkbox"/> Principal's Summary Report	Annually

FINANCIAL SUPPORT

<input type="checkbox"/> Tuition Support – Principal and Assistant Superintendent of Human Resources and Student Services	Apply by Friday prior to Spring break
<input type="checkbox"/> Individual Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st
<input type="checkbox"/> Building Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st
<input type="checkbox"/> Initial Career Review Stipend - Upon completion of two-year experience and action research project	May 1 st

TEACHER EVALUATION SYSTEM

CAREER TEACHER EVALUATION PROCESS

GOAL IMPLEMENTATION

FOCUS

- ☐ Continuous improvement of teaching practice during three year professional growth period

EVALUATORS

<input type="checkbox"/> Principal	
<input type="checkbox"/> Principal identifies Other District Professionals to observe, dialogue and assist	
<input type="checkbox"/> District Review by Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Human Resources and Student Services with Principal	March 1 st

DATA SOURCES

<i>Year One</i>	
<input type="checkbox"/> Goal Implementation	Ongoing
<input type="checkbox"/> Peer Observation	March 15 th
<input type="checkbox"/> Career Teacher Annual Report	May 30 th

<i>Year Two</i>	
<input type="checkbox"/> Goal Implementation	Ongoing
<input type="checkbox"/> Peer Observation	March 15 th
<input type="checkbox"/> Career Teacher Annual Report	May 30 th
<input type="checkbox"/> Formal conference with Principal	May 30 th

<i>Year Three</i>	
<input type="checkbox"/> Goal Implementation	Ongoing
<input type="checkbox"/> Peer Observation	March 15 th
<input type="checkbox"/> Career Teacher Annual Report	May 30 th

PRINCIPAL'S SUMMARY REPORT/GOAL SETTING CONFERENCE

<input type="checkbox"/> Career Teacher Annual Report	May 30 th
<input type="checkbox"/> Principal's Summary Report	May 30 th
<input type="checkbox"/> Goals and action plans for next year	May 30 th

PORTFOLIO

<input type="checkbox"/> Vita	Annually
<input type="checkbox"/> Observation Reports	Annually
<input type="checkbox"/> Learning Journal Reflection (PLC)	Annually
<input type="checkbox"/> Professional Development Log (All of E)	Annually
<input type="checkbox"/> Record of Professional Activities	Annually
<input type="checkbox"/> Other artifacts or documents	Annually
<input type="checkbox"/> Goal and action plans for next year	Annually
<input type="checkbox"/> Principal's Summary Report	Annually

FINANCIAL SUPPORT

<input type="checkbox"/> Career Development Grant	Apply by Friday prior to Spring break
<input type="checkbox"/> Tuition Support – Principal and Assistant Superintendent of Human Resources and Student Services	Apply by Friday prior to Spring break
<input type="checkbox"/> Individual Incentive Funds -- Principal and Assistant Superintendent of Teaching and Learning	May 1 st
<input type="checkbox"/> Building Incentive Funds -- Principal and Assistant Superintendent of Teaching and Learning	May 1 st

TEACHER EVALUATION SYSTEM

CAREER TEACHER EVALUATION PROCESS

CAREER REVIEW

FOCUS

- ☐ Reflection and inquiry and refining practice
- ☐ Establish multi-year career goals

EVALUATORS

<input type="checkbox"/> Principal	
<input type="checkbox"/> Principal identifies Other District Professionals to observe, dialogue and assist	Ongoing
<input type="checkbox"/> District Review by Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Human Resources and Student Services with Principal	March 1 st

DATA SOURCES

<i>One Observation - Scheduled</i>	
<input type="checkbox"/> 1 st Observation	February 15 th

<i>Reflection</i>	
<input type="checkbox"/> Written Reflection	February 1 st

<i>Client Survey (Student Survey)</i>	
<input type="checkbox"/> Distribute Survey	December 15 th
<input type="checkbox"/> Analysis and Written Reflection	February 15 th

PRINCIPAL'S SUMMARY REPORT/GOAL SETTING CONFERENCE

<input type="checkbox"/> Career Teacher Annual Report	May 30 th
<input type="checkbox"/> Principal's Summary Report	May 30 th
<input type="checkbox"/> Goals and action plans for next year	May 30 th

PORTFOLIO

<input type="checkbox"/> Vita	Annually
<input type="checkbox"/> Observation Reports	Annually
<input type="checkbox"/> Client Survey Feedback and Reflection	Annually
<input type="checkbox"/> Learning Journal Reflection (PLC)	Annually
<input type="checkbox"/> Professional Development Log (All of E)	Annually
<input type="checkbox"/> Record of Professional Activities	Annually
<input type="checkbox"/> Other artifacts or documents	Annually
<input type="checkbox"/> Goal and action plans for next year	Annually
<input type="checkbox"/> Principal's Summary Report	Annually

FINANCIAL SUPPORT

<input type="checkbox"/> Career Development Grant	Apply by Friday prior to Spring break
<input type="checkbox"/> Tuition Support – Principal and Assistant Superintendent of Human Resources and Student Services	Apply by Friday prior to Spring break
<input type="checkbox"/> Individual Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st
<input type="checkbox"/> Building Incentive Funds – Principal and Assistant Superintendent of Teaching and Learning	May 1 st



School District of Clayton

TEACHER EVALUATION SYSTEM

PRE-OBSERVATION PLANNING FORM

Teacher	School Year
Grade/Subject/School	Career Stage
Date of Pre Observation	Observer
Date of Pre Observation Conference	
Scheduled <input type="checkbox"/>	Peer Observation (Career Teachers) <input type="checkbox"/>

Standards of Professional Practice

- I. Teachers are committed to students and their learning.
- II. Teachers know the content they teach and how to teach that content to their students.
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment.
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
- V. Teachers are committed to continuous improvement and professional learning.
- VI. Teachers exhibit a high degree of professionalism.

Directions: Teacher completes this form and discusses content with observer prior to scheduled observation.

1. What is the focus of this observation? Is there anything you would like me to specifically observe?
2. How does this connect to District goals, building goals, PLC goals and/or personal career goals?

3. What are the learning objectives for students?

4. What is the context for this lesson?

5. Describe the students in your class, what instructional strategies will you be using and how will you differentiate instruction?

6. How will you know whether the students have learned the objectives of this lesson? (include assessment, strategies and products)

7. What other issues/topics would you like to discuss in the post-observation conference?

Teacher's signature

Date

Observer's signature

Date



School District of Clayton

TEACHER EVALUATION SYSTEM

OBSERVATION NOTES

Teacher	School Year
Grade/Subject/School	Career Stage
Date of Observation	Observer
Date of Post Observation Conference	
Scheduled <input type="checkbox"/>	Unscheduled <input type="checkbox"/> Peer Observation (Career Teachers) <input type="checkbox"/>

Standards of Professional Practice

- I. Teachers are committed to students and their learning.
- II. Teachers know the content they teach and how to teach that content to their students.
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment.
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
- V. Teachers are committed to continuous improvement and professional learning.
- VI. Teachers exhibit a high degree of professionalism.

Directions: Observer takes notes during the observation and provides a copy to the teacher.

Notes

Observer's Signature

Date



School District of Clayton

TEACHER EVALUATION SYSTEM

POST OBSERVATION CONFERENCE REPORT

Teacher	School Year	
Grade/Subject/School	Career Stage	
Date of Observation	Observer	
Date of Post Observation Conference	Date Post Observation Conference Report Due	
Scheduled <input type="checkbox"/>	Unscheduled <input type="checkbox"/>	Peer Observation (Career Teachers) <input type="checkbox"/>

Standards of Professional Practice

- I. Teachers are committed to students and their learning.
- II. Teachers know the content they teach and how to teach that content to their students.
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment.
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
- V. Teachers are committed to continuous improvement and professional learning.
- VI. Teachers exhibit a high degree of professionalism.

Directions: Teacher reflects, then completes this form by due date noted above following the post-observation conference.

1. Brief description of lesson

2. Major items discussed during the post-observation conference (professional standards, teacher goals, PLC goals, building goals, and observable student and teacher behaviors)

3. Plans for growth based on major items discussed

4. Observer's summary comments

☐ **Observation Notes Attached**

Teacher's signature

Date

Observer's signature

Date