

Colby School District

Staff Evaluation and Professional Development Procedures and Forms

*Revised November, 2013
Edited Changes December, 2013
Revised August, 2014,
Revised, August 2015
Revised, November, 2016
Revised, August, 2017
Revised, September 2018*

Procedures

I. ALL Teachers, Educational Specialists and Administrators will use Frontline for the software documentation for the Educator Effectiveness.

Tools of the CESA 6 Effectiveness Project©:

Professional evaluation system designed by Wisconsin educators for Wisconsin educators that includes research-based standards, indicators and rubrics articulated in three guidebooks.

Comprehensive, ongoing professional development to support deep understanding of accountability concerns and research-based strategies (standards, SLOs, assessment literacy, preparation for Smarter Balanced Assessment System, coaching techniques, and more).

II. Professional Development Procedures

- Continuing Teaching Staff will be evaluated on a three year cycle. The 3rd year of the process is considered a “summative year”.
- Continuing Educational Specialist Staff will be evaluated on a three year cycle. The 3rd year of the process is considered a “summative year”.
- Administrators will be evaluated on an annual basis.
- New Teachers and New Educational Specialists (New Staff and Staff new to the District) will be evaluated annually for three (3) years before transitioning to “continuing” status.
- Staff (Teachers and Educational Specialist) Identified as In Need of Improvement will be evaluated annually until a transition to “continuing status” is obtained.

Evaluation Types

- *Continuing Teacher 1*
- *Continuing Teacher 2*
- *Continuing Teacher 3 - Summative*

- *Continuing Specialist 1*
- *Continuing Specialist 2*
- *Continuing Specialist 3 – Summative*

- *Continuing Administrator 3 - Summative*

- *New Teacher 3- Summative*
- *New Specialist 3- Summative*
- *New Administrator 3 - Summative*

- *In need of Improvement Teacher 3- Summative*
- *In need of Improvement Specialist 3- Summative*
- *In need of Improvement Administrator 3- Summative*

Appendix

Administrative “look fors” during teacher observations

Formal Announced, Formal Unannounced, Informal Unannounced (walkthroughs)

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Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

The teacher:

- 1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, *WMAS*) and other required standards (e.g., Disciplinary Literacy, ITLS, 21st Century Learning).
- 1.2 Integrates key content elements and higher-level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.
- 1.7 Understands intellectual, social, emotional, and physical development of the age group.
- 1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
- 1.9 Has knowledge and understanding of school, family, and community resources to help meet all students’ learning needs.
- 1.10 Demonstrates appropriate accommodations and modifications for diverse learners. (e.g., English learners, gifted learners, students with disabilities, etc.).

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Has a solid understanding of subject facts, concepts, principles, and the methods through which they are integrated cognitively, and this understanding facilitates the pedagogical thinking and decision making.
- Facilitates planning units in advance to make intra- and interdisciplinary connections.
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.
- Identifies instructional objectives and activities⁴ to promote students’ cognitive and developmental growth.
- Applies and integrates knowledge or skills to a particular population in a specific setting.
- Understands that teaching is not merely stand-and-deliver; instead, it involves a specialized, complex, intricate, and constantly changing and renewing body of knowledge.

Standard 3: Instructional Delivery

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

The teacher:

- 3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project based learning).
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Uses a variety of effective instructional strategies.
- 3.4 Uses materials, technology, and resources to enhance student learning.
- 3.5 Differentiates and paces instruction to meet students' needs.
- 3.6 Reinforces learning goals consistently throughout the lesson.
- 3.7 Communicates clearly

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.¹
- Uses a variety of instructional strategies.
- Uses research-based strategies to make instruction student-centered.
- Involves students in cooperative learning to enhance higher-order thinking skills.¹⁸
- Uses students' prior knowledge to facilitate student learning.
- Possesses strong communication skills,²⁰ offering clear explanations and directions.
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.
- Recognizes the complexities of the subject matter and focuses on meaningful conceptualization of knowledge rather than on isolated facts.
- Provides feedback in a timely manner, ensures that it relates specifically to the criteria of the task, and avoids simply indicating right or wrong answers; instead, provides specific explanations of what students are doing correctly, what they are not doing correctly, and how to fix it.
- Pays attention to the momentum of the daily lesson and is supportive and persistent in challenging and engaging students in all aspects of instruction.

Standard 5: Learning Environment

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

The teacher:

- 5.1 Establishes and maintains effective routines and procedures.
- 5.2 Creates and maintains a safe physical setting.
- 5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.4 Promotes respectful interactions that challenge and engage all students within the learning environment.
- 5.5 Creates an environment that is academically appropriate, stimulating, and challenging.
- 5.6 Encourages student participation, inquiry, and intellectual risk-taking.
- 5.7 Respects and promotes the appreciation of diversity.
- 5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Establishes classroom rules and procedures early on in the school year, monitors student behavior, and infuses humor, care, and respect into classroom interactions.
- Ensures classroom activities have an academic focus and orchestrates smooth transitions and maintains momentum to maximize learning time.
- Uses effective questioning and challenging but interesting activities to increase student engagement in learning and student accountability.
- Develops functional floor plans with teacher and student work areas and furniture/materials placement for optimal results.
- Establishes rapport and trustworthiness with students by being fair, caring, respectful, and enthusiastic.
- Cares about students as individuals and makes them feel valued.
- Adapts teaching to address student learning styles.
- Acknowledges his/her perspective and is open to hearing students' worldviews.⁴³
- Is culturally competent.
- Seeks to know about the cultures and communities from which students come.

Frontline - District User Account Information
Saturday, September 1, 2018

Last Name	First Name	Type: Teacher (T), Admin (A), Ed Spec (ES)	Eval Type: New (N); Continuing (C) Needs Imp (I)	Summative Reporting Year					Evaluator Rights: Identify Evaluators as X in column
				18-19	19-20	20-21	21-22	22-23	
Adams	Sarah	T	C1			YES			JH
Bach	Julie	T	C3	YES			YES		BM
Bartlet	Benjamin	T	N3	YES	c1		YES		MD
Becker	Nancy	ES	C1			YES			MD
Becker	Neilaine	T	C3	YES			YES		SK
Bohl	Jessica	ES	N3	YES	YES	YES	c1		MD
Boor	Mary	T	C2		YES			YES	BM
Brill	Lisa	T	C1			YES			BM
Buchanan	Thomas	T	C2		YES			YES	MD
Cihlar	Wendy	T	C2		YES			YES	SK
Colby-Schwani	Trisha	T	N3	YES	YES	c1		YES	BM
Denzine	Alice	T	C2		YES			YES	SK
Diedrich	Marcia	A	C3	YES	YES	YES	YES	YES	X - SK
Ensign	Taylor	T	N3	YES	YES	c1		YES	MD
Feiten	Tina	T	N3	YES	YES	YES	c1		JP
Field	Maggie	T	N3	YES	YES	c1		YES	BM
Fischer	Janell	T	C2		YES			YES	JH
Fischer-Guy	Mary Beth	T	C3	YES			YES		JH
Friedli	Katheryne	T	N3	YES					SK
Fuchs	Carrie	T	C1			YES			SK
Graun	Bryon	T	C2		YES			YES	JH
Guden	Alicia	ES	N3	YES	YES	YES	c1		JP
Gustafson	Kassidy	T	C2		YES			YES	BM
Hagen	Michele	T	C2		YES			YES	BM
Hagen	Jim	A	C3	YES	YES	YES	YES	YES	X - SK
Hannan	Dennis	T	C1			YES			MD
Hauge	Sarah	T	N3	YES	YES	c1		YES	JP
Healy	Melissa	T	N3	YES	c1		YES		JP
Hess	Linda	T	N3	YES	YES	c1		YES	MD
Homeyer	Brandon	T	N3	YES	c1		YES		MD

Horacek	Tammy	T	C1			YES			BM
Johnson	Samantha	T	C2		YES			YES	JP
Kirker	Lisa	T	C3	YES			YES		JH
Kleinschmidt	Jon	T	C1			YES			MD
Kneifl	Laura	T	N3	YES	YES	c1		YES	JP
Kolb	Alexandria	T	N3	YES	YES	c1		YES	MD
Kolden	Steve	A	C3	YES	YES	YES	YES	YES	X - Board
Krauss	Jennifer	ES	C1			YES			MD
Larsen	Nathan	T	C2		YES			YES	JH
Leichtnam	Alexandra	T	N3	YES	YES	YES	c1		BM
McClellan	Tamara	T	C3	YES			YES		JH
McConnell	Melissa	ES	C2		YES			YES	BM
Medenwaldt	Brenda	A	C3	YES	YES	YES	YES	YES	X - SK
Melcher	Richard	T	N3	YES	YES	c1		YES	MD
Neumann	Lori	T	C3	YES			YES		BM
Olson	Christine	T	C2		YES			YES	JH
Oehmichen	Sarah	T	C2		YES			YES	MD
Penry	Jason	A	C3	YES	YES	YES	YES	YES	X - SK
Peterson	Jennifer	ES	C2		YES			YES	BM
Pipkorn	Jessica	ES	C2		YES			YES	JP
Rosemeyer	Jean	T	C2		YES			YES	BM
Rucker	Janelle	T	C3	YES			YES		BM
Sazama	Michael	T	C1			YES			SK
Schalow	Nicole	T	N3	YES	c1		YES		SK
Schmidt	Donna	ES	C3	YES			YES		SK
Schmitt	Ann	T	C1			YES			SK
Schroetter	Nancy	T	C1			YES			BM
Shanks	Diane	T	C3	YES			YES		MD
Sieracki	Michael	T	C3	YES			YES		MD
Skubal	Greg	T	C3	YES			YES		JH
Slack	Tara	T	C3	YES			YES		JH
Spice	Lynn	T	C1			YES			BM
Spindler	Jill	T	C2		YES			YES	BM
Spindler	Kevin	T	C3	YES			YES		MD
Stensberg	Marie	T	N3	YES	YES	c1		YES	BM
Stepanik	Lauren	T	N3	YES	c1		YES		SK
Stewart	Michele	T	C3	YES			YES		SK
Sweda	Jessica	T	C3	YES			YES		JH
Szemborski	Dora	T	C1			YES			SK
Tyznik	Karen	T	C1			YES			JP
Underwood	Lisa	T	C3	YES			YES		SK

Underwood	LeRoy	T	C3	YES			YES	BM
Voss	Sara	T	C1			YES		BM
Walters	Meghan	T	C1			YES		MD
Wilcox	Dora	ES	C1			YES		SK
Woik	Kristine	ES	C2		YES		YES	BM
Wozniak	Steve	ES	N3	YES	C1		YES	JH
Wright	Christine	T	C1			YES		MD