

**Colby School District
Staff Evaluation and Self-Directed Professional
Development
Procedures and Forms**

Procedures

I. Goal Planning: All staff must annually plan and submit goals for the year. The goals conference should be scheduled prior to October 31.

- a. Use the **Professional Growth Planner**
 - i. Complete the staff evaluation and professional growth planner
 - ii. Schedule a goals conference with your supervisor
- b. PI-34 Staff should complete the district self reflection tool and retain for your Professional Development Plan.

II. Supervision Options: Review and select your supervision option. The option must be mutually agreed upon with your supervisor. The options include:

- Formal Observation
 - New Professional Staff will utilize the reflective observation model.
 - Two observations will be completed by February 15.
 - All observations require a pre and post-conference.
 - Non-probationary Staff
 - A minimum of one reflective observation every three years
 - All observations require a pre and post-conference.
- Mini-Visits/Observations
- Action Research
- Educator Portfolio
- Peer Coaching
- Reflective Practices
- Videotaping/Analysis of Instruction
- Task Team Study Group
- Teacher Designed

III. Professional Development Procedures

- A Professional growth Planner must be on file by October 31.
 - Professional growth activities should align with district, building, and professional growth planner goals.
- Professional Development Records
 - All self-directed PD must be pre-approved by the building principal.
 - The **PD record sheet** must be submitted at the year-end conference.
 - Paraeducators must also submit the approved form to payroll for processing. They should be submitted within two days of the approved activity

IV. Staff Evaluation Report submission form

V. Teacher In Need of Assistance

VI. Appendix

- a. PI-34 Overview

Colby Supervision Model Options

Option 1. Formal Observation

- a. Pre-Conference
- b. Observation
- c. Written reflection from educator
- d. Post-Conference
- f. Written summative evaluation by supervisor

Option 2. Mini-visits/observations: Shorter version of reflective observation

- a. Requires a goal setting conference.
- b. Informal-may or may not be scheduled.
- c. Minimum of three visits.
- d. Write three written reflections about what went well and what could have gone better following each observed lesson.
- e. Supervisor will provide written feedback.

Option 3. Action Research: Teachers using everyday data to solve real problems.

- a. Work alone or with a group.
- b. Select an area from the site plan or an area of educational interest to study.
- c. Reflect on the implications of the topic for your classroom, school, or district.
- d. Collect data over time.
- e. Share study by completing a written analysis and submit to principal for feedback.
- f. Share study at a staff or unit meeting or with other colleagues engaged in studying the same topic. (Optional)

Option 4. Educator Portfolio: A goal setting, collection, and reflection process.

- a. Create a baseline description of where you are now.
- b. A successful portfolio should show:
 - Efforts- the educator's attempts. The portfolio may include a unit the educator wrote, including draft to show the stages of development.
 - Progress- the portfolio should include some convincing evidence that the educator has grown.
 - Purposeful written reflection on each portfolio entry.
- c. Portfolios may be shared in a session with your colleagues.
- d. Submit portfolio to the supervisor for review and feedback.

Option 5. Peer Coaching: A peer-to-peer observation/reflection process.

- a. Receive training in Peer Coaching.
- b. Identify coaching partner(s).
- c. Choose area or behavior for professional growth and development.
- d. Collaborate with partner(s) a minimum of once each grading period.
- e. Provide on-going feedback to peer partner(s).
- f. Complete a written reflection or discuss during a conference.

Option 6. Reflective Practices: Reflection around issues that matter to the teacher (choose one or more).

a. Journal

1. Keep a journal. Reflecting weekly on your teaching, current literature, or professional growth
2. Complete a reflective summary and submit it to the supervisor for review and feedback.

b. Study Group (Topic Oriented)

1. Identifies a topic that focuses on an educational issue.
2. Meets on a regular basis.
3. Completes a reflective summary for supervisor review and feedback.

c. Reflections Group (Current Practice Oriented)

1. Focuses on a current educational practice.
2. Meets on a regular basis.
3. Completes a reflective summary for supervisor review and feedback.

Option 7. Videotape and Analysis of Instruction: Using technology to document progress.

- a. Plan and develop a lesson that you would like to videotape and analyze.
- b. Videotape lesson.
- c. Complete a written reflection of the lesson.
- d. Have a colleague critique your lesson (optional).
- e. Give video and analysis to the principal for feedback.

Option 8. Task Team Study Group

- a. Organize membership
- b. Describe objectives and goals
- c. Identify materials and resources
- d. Describe activities and time lines
- e. Design evaluation criterion

Option 9. Teacher Designed

- a. Describe objectives and goals
- b. Identify materials and resources
- c. Describe activities and time lines
- d. Design evaluation criterion
- e. Secure supervisor's approval

Colby Staff Evaluation and Professional Growth Planner

Name _____ Date _____

School _____ Supervisor _____

Use the **Professional Growth Planner** (found in packet) to reflect upon your professional practice for each domain of professional practice. Complete the Staff Evaluation and Professional Growth Planner and schedule a time to meet with your supervisor prior to October 31.

REFLECTION based on the self analysis of **Domain 1-*Planning and Preparation***.

REFLECTION based on the self analysis of **Domain 2-*The Classroom Environment***.

REFLECTION based on the self analysis of **Domain 3-*Instruction***.

REFLECTION based on the self analysis of **Domain 4-*Professional Responsibility***.

GOAL(S) based on the reflection you completed above (add additional pages if necessary). Goals should reflect your personal practice and tie to building and district goals.

1.

2.

3.

4.

Colby Professional Growth Planner

Staff Member: _____

Assignment: _____

Supervisor: _____

School Year: _____

Goals setting is the cornerstone of continuous professional improvement, as it provides a venue for self reflection, a chance to review best practices and an opportunity to align with the goals of the larger learning community. Please answer the questions below and submit this form with your evaluation planning materials. Good luck in reaching your goals!

1. Use the **Framework Domains** and **Teacher Standards** Chart below to reflect on your current practice in relation to each Domain and then fashion a goal based on that reflection.

Check one box in each row under the column headings to indicate, through your reflective analysis, how you would rate your current level of professional practice.

DOMAIN 1: PLANNING AND PREPARATION - Level of Performance Self Analysis

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Component 1a: Demonstrating Knowledge of Content & Pedagogy</p> <p>WI Standards</p> <p>1. Teachers know the subjects they are teaching. 7. Teachers are able to plan different kinds of lessons.</p>	<p><input type="checkbox"/></p> <p>Displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.</p>	<p><input type="checkbox"/></p> <p>Content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.</p>	<p><input type="checkbox"/></p> <p>Demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.</p>	<p><input type="checkbox"/></p> <p>Knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p>

<p>Component 1b: Demonstrating Knowledge of Students</p> <p>WI Standards</p> <p>2. Teachers know how children grow. 3. Teachers understand that children learn differently. 7. Teachers are able to plan different kinds of lessons. 8. Teachers know how to test for student progress.</p>	<p><input type="checkbox"/></p> <p>Makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.</p>	<p><input type="checkbox"/></p> <p>Demonstrates partial knowledge of students' backgrounds, skills, and interest, and attempts to use this knowledge in planning for the class as a whole.</p>	<p><input type="checkbox"/></p> <p>Demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.</p>	<p><input type="checkbox"/></p> <p>Demonstrates thorough knowledge of student's backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.</p>
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	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Component 1c: Selecting Instructional Goals</p> <p>WI Standards</p> <p>2. Teachers know how children grow 7. Teachers are able to plan different kinds of lessons.</p>	<p><input type="checkbox"/></p> <p>Goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.</p>	<p><input type="checkbox"/></p> <p>Goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.</p>	<p><input type="checkbox"/></p> <p>Goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.</p>	<p><input type="checkbox"/></p> <p>Goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.</p>
<p>Component 1d: Demonstrating Knowledge of Resources</p> <p>WI Standards</p> <p>4. Teachers know how to teach. 7. Teachers are able to plan different kinds of lessons. 10. Teachers are connected with other teachers and the community.</p>	<p><input type="checkbox"/></p> <p>Is unaware of school or district resources available either for teaching or for students who need them.</p>	<p><input type="checkbox"/></p> <p>Displays limited knowledge of school or district resources available either for teaching or for students who need them.</p>	<p><input type="checkbox"/></p> <p>Is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.</p>	<p><input type="checkbox"/></p> <p>Seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.</p>
<p>Component 1e: Designing Coherent Instruction</p> <p>WI Standards</p> <p>1. Teachers know the subjects they are teaching. 4. Teachers know how to teach. 5. Teachers know how to manage a classroom. 7. Teachers are able to plan different kinds of lessons.</p>	<p><input type="checkbox"/></p> <p>The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.</p>	<p><input type="checkbox"/></p> <p>Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.</p>	<p><input type="checkbox"/></p> <p>Most of the elements of the instructional design support the state instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.</p>	<p><input type="checkbox"/></p> <p>All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.</p>

<p>Component 1f: Assessing Student Learning</p> <p>WI Standards</p> <p>2. Teachers know how children grow 8. Teachers know how to test for student progress</p>	<p><input type="checkbox"/></p> <p>The approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.</p>	<p><input type="checkbox"/></p> <p>The plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.</p>	<p><input type="checkbox"/></p> <p>The plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.</p>	<p><input type="checkbox"/></p> <p>The plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.</p>
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DOMAIN 2: THE CLASSROOM ENVIRONMENT - Level of Performance Self Analysis

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Component 2a Creates a classroom environment of respect and rapport in both student-teacher and student-student interactions.</p> <p>WI Standards</p> <p>3. Teachers understand that children learn differently. 5. Teachers know how to manage a classroom.</p>	<p><input type="checkbox"/></p> <p>Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.</p>	<p><input type="checkbox"/></p> <p>Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.</p>	<p><input type="checkbox"/></p> <p>Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.</p>	<p><input type="checkbox"/></p> <p>Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.</p>
<p>Component 2b Establishes a culture for learning, instilling the importance of content and student pride in work, and sets expectations for learning and achievement</p> <p>WI Standards</p> <p>3. Teachers understand that children learn differently. 5. Teachers know how to manage a classroom.</p>	<p><input type="checkbox"/></p> <p>The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.</p>	<p><input type="checkbox"/></p> <p>The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by".</p>	<p><input type="checkbox"/></p> <p>The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.</p>	<p><input type="checkbox"/></p> <p>Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.</p>

<p>Component 2c Manages classroom procedures, including instructional groups, transitions, materials and supplies; performance of noninstructional duties and supervision of paraprofessionals and volunteers</p> <p>WI Standards</p> <p>3. Teachers understand that children learn differently. 5. Teachers know how to manage a classroom. 6. Teachers communicate well. 7. Teachers are able to plan different kinds of lessons. 9. Teachers are able to evaluate themselves.</p>	<p><input type="checkbox"/></p> <p>Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.</p>	<p><input type="checkbox"/></p> <p>Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.</p>	<p><input type="checkbox"/></p> <p>Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.</p>	<p><input type="checkbox"/></p> <p>Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.</p>
<p>Component 2d: Manages student behavior, setting expectations, and monitoring behavior, and responding to misbehavior</p> <p>WI Standards</p> <p>3. Teachers understand that children learn differently. 5. Teachers know how to manage a classroom. 6. Teachers communicate well. 9. Teachers are able to evaluate themselves.</p>	<p><input type="checkbox"/></p> <p>Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.</p>	<p><input type="checkbox"/></p> <p>An effort is made to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.</p>	<p><input type="checkbox"/></p> <p>Is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.</p>	<p><input type="checkbox"/></p> <p>Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual student needs.</p>
<p>Component 2e: Organizes physical space safely and in a way that enhances the effective use of physical resources for learning.</p> <p>WI Standards</p> <p>4. Teachers know how to teach. 5. Teachers know how to manage a classroom. 9. Teachers are able to evaluate themselves</p>	<p><input type="checkbox"/></p> <p>Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.</p>	<p><input type="checkbox"/></p> <p>Classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.</p>	<p><input type="checkbox"/></p> <p>Classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.</p>	<p><input type="checkbox"/></p> <p>Classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.</p>

DOMAIN 3: INSTRUCTION - Level of Performance Self Analysis

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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<p>Component 3a: Communicates clearly and accurately in oral and written directions and procedures</p> <p>WI Standards 4. Teachers know how to teach. 5. Teachers know how to manage a classroom. 6. Teachers communicate well. 9. Teachers are able to evaluate themselves</p>	<p><input type="checkbox"/></p> <p>Oral and written communication contains errors or is unclear or inappropriate to students.</p>	<p><input type="checkbox"/></p> <p>Oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.</p>	<p><input type="checkbox"/></p> <p>Oral and written communication is clear and accurate.</p>	<p><input type="checkbox"/></p> <p>Oral and written communication is clear and expressive, anticipating possible student misconception.</p>
<p>Component 3b: Uses questioning and discussion techniques to encourage student participation</p> <p>WI Standards 2. Teachers know how children grow 3. Teachers understand that children learn differently. 4. Teachers know how to teach.</p>	<p><input type="checkbox"/></p> <p>Makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.</p>	<p><input type="checkbox"/></p> <p>Use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.</p>	<p><input type="checkbox"/></p> <p>Use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.</p>	<p><input type="checkbox"/></p> <p>Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.</p>
<p>Component 3c: Engages students in learning through representation of content, activities and assignments, student grouping, instructional materials and resources, and structure and pacing of instruction.</p> <p>WI Standards 1. Teachers know the subjects they are teaching. 2. Teachers know how children grow 3. Teachers understand that children learn differently. 4. Teachers know how to teach. 5. Teachers know how to manage a classroom. 6. Teachers communicate well. 7. Teachers are able to plan different kinds of lessons.</p>	<p><input type="checkbox"/></p> <p>Students are not all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.</p>	<p><input type="checkbox"/></p> <p>Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.</p>	<p><input type="checkbox"/></p> <p>Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.</p>	<p><input type="checkbox"/></p> <p>Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.</p>

<p>Component 3d: Provides feedback to students in a timely fashion that is accurate, substantive, constructive, and specific.</p> <p>WI Standards 2. Teachers know how children grow 3. Teachers understand that children learn differently. 5. Teachers know how to manage a classroom. 8. Teachers know how to test for student progress</p>	<p><input type="checkbox"/></p> <p>Feedback to students is of poor quality and is not given in a timely manner.</p>	<p><input type="checkbox"/></p> <p>Feedback to students is uneven, and its timeliness is inconsistent.</p>	<p><input type="checkbox"/></p> <p>Feedback to students is timely and of consistently high quality.</p>	<p><input type="checkbox"/></p> <p>Feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</p>
<p>Component 3e: Demonstrates flexibility and responsiveness in adjusting lessons, responding to students, and displaying persistence</p> <p>WI Standards 3. Teachers understand that children learn differently. 4. Teachers know how to teach. communicate well. 7. Teachers are able to plan different kinds of lessons.</p>	<p><input type="checkbox"/></p> <p>Adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.</p>	<p><input type="checkbox"/></p> <p>Demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.</p>	<p><input type="checkbox"/></p> <p>Seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.</p>	<p><input type="checkbox"/></p> <p>Is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.</p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITY - Level of Performance Self Analysis

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Component 4a: Reflects on teaching</p> <p>WI Standards 8. Teachers know how to test for student progress 9. Teachers are able to evaluate themselves.</p>	<p><input type="checkbox"/></p> <p>Does not reflect accurately on the lesson or propose ideas as to how it might be improved.</p>	<p><input type="checkbox"/></p> <p>Reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.</p>	<p><input type="checkbox"/></p> <p>Reflects accurately on the lesson, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.</p>	<p><input type="checkbox"/></p> <p>Reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.</p>
<p>Component 4b: Maintaining Accurate Records</p> <p>WI Standards 8. Teachers know how to test for student progress 9. Teachers are able to evaluate themselves. 10. Teachers are connected with other classrooms, teachers, and the community.</p>	<p><input type="checkbox"/></p> <p>Has no system for maintaining accurate records, resulting in errors and confusion.</p>	<p><input type="checkbox"/></p> <p>System for maintaining accurate records is rudimentary and only partially effective.</p>	<p><input type="checkbox"/></p> <p>System for maintaining accurate records is efficient and effective.</p>	<p><input type="checkbox"/></p> <p>System for maintaining accurate records is efficient and effective, and students contribute to its maintenance.</p>

<p>Component 4c: Communicating with Families</p> <p>WI Standards 8. Teachers know how to test for student progress 10. Teachers are connected with other classrooms, teachers, and the community.</p>	<p><input type="checkbox"/></p> <p>Provides little or no information to families and makes no attempt to engage them in the instructional program.</p>	<p><input type="checkbox"/></p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.</p>	<p><input type="checkbox"/></p> <p>Communicates frequently with families and successfully engages them in the instructional program.</p>	<p><input type="checkbox"/></p> <p>Communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.</p>
<p>Component 4d: Contributing to the School and District</p> <p>WI Standards 9. Teachers are able to evaluate themselves. 10. Teachers are connected with other classrooms, teachers, and the community.</p>	<p><input type="checkbox"/></p> <p>Relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.</p>	<p><input type="checkbox"/></p> <p>Relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.</p>	<p><input type="checkbox"/></p> <p>Participates actively in school and district projects, and maintains positive relationships with colleagues.</p>	<p><input type="checkbox"/></p> <p>Makes a substantial contribution to school and district events and projects; assuming leadership with colleagues.</p>
<p>Component 4e: Growing and Developing Professionally</p> <p>WI Standards 2. Teachers know how children grow 9. Teachers are able to evaluate themselves. 10. Teachers are connected with other classrooms, teachers, and the community.</p>	<p><input type="checkbox"/></p> <p>Does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.</p>	<p><input type="checkbox"/></p> <p>Participation in professional development activities is limited to those that are convenient.</p>	<p><input type="checkbox"/></p> <p>Participates actively in professional development activities and contributes to the profession.</p>	<p><input type="checkbox"/></p> <p>Makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development</p>
<p>Component 4f: Showing Professionalism</p> <p>WI Standards 2. Teachers know how children grow 9. Teachers are able to evaluate themselves. 10. Teachers are connected with other classrooms, teachers, and the community.</p>	<p><input type="checkbox"/></p> <p>Sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.</p>	<p><input type="checkbox"/></p> <p>Attempts to serve students based on the best information are genuine but inconsistent.</p>	<p><input type="checkbox"/></p> <p>Makes genuine and successful efforts to ensure that all students are well served by the school.</p>	<p><input type="checkbox"/></p> <p>Assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.</p>

(Use prior to a pre-planned observation)

Option 1-Pre-Observation Form

Teacher: _____ Grade Level/Subject: _____ Date _____

Please complete the following and submit to the observer prior to the observation. Feel free to include any additional information (i.e., lesson plans) that you feel would be helpful in this process.

1. What are the goals or objectives for this lesson (what do you want students to know and be able to do as a result of the lesson)?

2. Which benchmark(s)/Wisconsin State Standard(s) do/does your lesson goal support?

3. Does your lesson relate to your professional goal for the year? YES NO
If yes, how?

4. Should the observer be aware of any special circumstances? (interruptions, new students, special events, other adults in the classroom)

5. Is there a specific component of professional practice on which you would like the observer to focus?

6. How will you assess the lesson goals and objectives?

Approved for implementation
Administrator's signature _____

Date_____

Observation Record

Name _____ Assignment _____ School _____ Grade Level _____

Observer _____ Content of Lesson _____ Date of Observation _____

Pre Observation Conference Date _____

Post Observation Conference Date _____

Prior to Observation	During Observation	During Observation	In Discussion with Staff Member
Planning and Preparation - Domain 1	Classroom Environment – Domain 2	Instruction – Domain 3	Prof. Responsibility – Domain 4
1a: Demonstrates knowledge of content and pedagogy	2a: Creating an Environment of Respect and Rapport	3a: Communicating Clearly and Accurately	4a: Reflecting on Teaching
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning	3b: Using Questioning and Discussion Techniques	4b: Maintaining Accurate Records
1c: Selecting Instructional Goals	2c: Managing Classroom Procedures	3c: Engaging Students in Learning	4c: Communicating with Families

Prior to Observation	During Observation	During Observation	In Discussion with Staff Member
Planning and Preparation - Domain 1 1d: Demonstrating Knowledge of Resources	Classroom Environment – Domain 2 2d: Managing Student Behavior	Instruction – Domain 3 3d: Providing Feedback to Students	Prof. Responsibility – Domain 4 4d: Contributing to the School and District
1e: Designing Coherent Instruction	2e: Organizing Physical Space	3e: Demonstrating Flexibility and Responsiveness	4e: Growing and Developing Professionally
1f: Assessing Student Learning	<div data-bbox="577 813 934 881" style="border: 1px solid black; padding: 5px; text-align: center;"> Additional Comments: </div>	<div data-bbox="1060 813 1417 881" style="border: 1px solid black; padding: 5px; text-align: center;"> Additional Comments: </div>	4f: Showing Professionalism
<div data-bbox="86 1151 443 1219" style="border: 1px solid black; padding: 5px; text-align: center;"> Additional Comments: </div>			<div data-bbox="1539 1151 1896 1219" style="border: 1px solid black; padding: 5px; text-align: center;"> Additional Comments: </div>

Option 1-Post-Observation Form

Name:
Observation Date:

Grade:

Subject/Strategy:

Conference Date:

SELF REFLECTION COMPLETED BY TEACHER PRIOR TO POST-CONFERENCE

1. To what extent were students engaged in their learning? How did you prepare for the differing needs of the students? (Component 4a, 1e, 3c)
2. What evidence can you provide to support the success of this lesson and instructional approach? Were the instructional goals met? Evidence? (Components 1e, 3e)
3. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? (Component 4a)

QUESTIONS 4/5 COMPLETED BY SUPERVISOR AFTER THE POST-CONFERENCE

4. To what extent were students engaged in their learning? (Component 4a, 1e, 3c)
5. Was a plan for the assessment of student achievement developed and appropriately communicated? (1d,1f)

Narrative summary:

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____