The Sitka School District recognizes the path to excellent teaching involves practice, mentorship, self-reflection, and continued growth in the art and science of teaching. District employee performance evaluation shall be directed toward improving the quality of instruction and fostering professional growth.

Committee Members:
Robyn Taylor- District Administrator
Phil Burdick- Administrator
Mark Lee- Administrator
Linda Fredrickson- Teacher
Rebecca Himschoot- Teacher
Mike Kernin- Teacher
Tim Pike- Teacher
Tom Conley- School Board Member
Introduction/Preface

Alaska school districts are improving their current evaluation systems to better identify effective educators and to support educator development by improving instructional practices in response to federal and state regulations. This guidance manual will help ensure that educators, and therefore students, benefit from the creation of an aligned and culturally infused evaluation system. In an effective evaluation system, evidence of educator practice is used to make decisions about teacher professional growth in addition to providing information on the quality of teaching in a given classroom, school, or district. Through careful planning, districts can use educator evaluation to support dual goals—evaluation for accountability and evaluation for professional development.

Educator evaluation engages staff in a systematic, inquiry-based professional growth process designed to support their individual growth and development over time. This process supports a culture of professional learners committed to meeting the educational needs of all students. Evaluations document the expertise educators bring to Alaska’s classrooms and schools and their continuous ongoing professional learning.

Educator Evaluation Vision Statement

The Sitka School District recognizes the path to excellent teaching involves practice, mentorship, self-reflection, and continued growth in the art and science of teaching. District employee performance evaluation shall be directed toward improving the quality of instruction and fostering professional growth.

Sitka School District Certificated Evaluation Continuous Growth System

The SSD Certificated Evaluation Continuous Growth System is based on the work of Dr. Robert Marzano. The focus of this system is to improve the quality of instruction in order to support growth in student achievement. This purpose is best achieved through an evaluation system that includes components that support the gathering of data, sharing of information, and frequent opportunities for feedback and professional development.

The evaluation system is based on frameworks or Learning Maps for four categories of professionals. For teachers and special service providers, the framework contains four domains. For principals, the framework contains five domains. For district administrators, the framework contains six domains. Each domain is divide into elements and each element is informed by rubric descriptors and suggested evidences.

This system should be recognized as a guide to reasonable professional conversations about improving and supervising instruction. The intention is to ensure that professional
conversations around work performance take place. Individuals are expected to improve their performance as they move forward in their career and they are given opportunity and support in order to improve. SSD believes that teachers, special service providers and administrators should be evaluated on their total performance and that it is reasonable and necessary to include information beyond momentary observations. The District also strongly supports opportunities for certificated staff to work collegially and as a team in the continuous improvement of our instructional practice.

The purpose and scope of educator and administrator evaluations are to help teachers, administrators, and special service providers to grow professionally, to improve the effectiveness of instruction, and to relate to the future employment of a teacher, or special service provider. A major shift in our evaluation plan recognizes that beginning in the 2015-2016 school year, districts are required to identify whether a teacher is exemplary, proficient, basic, or unsatisfactory on the state standards, student learning and achievement, and incorporate the cultural standards set out in 4 ACC 04.200(f).

The district is also required to make a copy of the plan and forms, templates, or checklists that the district uses in the evaluation of a certificated employee and make them available to the public by posting the form(s) on the district’s website. This includes making it clear how the district has considered information (using a form or electronic means) from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the employee evaluation system under AS 14.20.149.

What’s New in the SSD Evaluation Handbook?

This newest version of the SSD Evaluation Handbook is the first comprehensive review of processes and procedures since the handbook was revised in 2004. There are significant changes to the processes and procedures in this handbook based on requirements of the Alaska Educator Evaluation System adopted by the Alaska State Board of Education in June 2013.

Among the major changes included in this plan:

- The district plan is aligned with requirements of the Alaska Educator Evaluation System adopted by the Alaska State Board of Education in June 2013.
- References to previous statutes and regulations have been replaced with new links to the current requirements.
- The district has chosen to align the evaluation model with the Marzano instructional framework.
- The new evaluation plan requires the development of Student Learning Objectives by teachers, and the performance of students on these objectives will be a component of the teacher and administrator evaluations.

Teachers and administrators will be rated as one of four state designated categories: Exemplary, Proficient, Basic, or Unsatisfactory.
Additional Evaluation System Requirements/Procedures

In addition to requiring that districts establish performance standards for teachers and administrators based on state adopted professional performance standards, Section 14.20.149 states that the employee evaluation system must:

1. Require at least two (2) formal observations for the evaluation of each non-tenured teacher in the district each school year,
2. Require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year,
3. Permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years,
4. Require the district to perform an annual evaluation for each administrator,
5. Require the district to prepare and implement a Plan of Improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher’s or administrator’s performance warrants immediate dismissal under AS 14.20.170 (a); and
6. Provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

Further provisions include:

A person may not conduct an evaluation unless the person holds a Type B certificate or is a site administrator under the supervision of a person with a Type B certificate, is employed by the district as an administrator, and has completed training in the use of the district’s teacher evaluation system.

Once each school year, the district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the system, the standards the district uses in evaluation, and other information the district considers helpful to the evaluation process.

The district will provide a tenured teacher whose performance, after evaluation, receives an Unsatisfactory rating, with a Plan of Improvement.

The evaluation administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the Plan of Improvement. The Plan of Improvement must address ways in which the tenured teacher’s performance can be improved and shall last for not less than ninety (90) workdays and not more than one-hundred eighty (180) workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher.

The Plan of Improvement shall be based on the professional performance standards outlined in the district’s evaluation procedures. The teacher must be observed at least twice during the course of the plan. If, at the conclusion of the Plan of Improvement, the tenured teacher’s performance again does not meet the district performance standards, the district may not retain the teacher under AS 14.20.175 (b) (1).
The district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance on standards, on a Plan of Improvement. The plan must address ways in which the administrator’s performance can be improved and shall last for not less than ninety (90) workdays and not more than two-hundred ten (210) workdays unless the minimum time is shortened by agreement between the evaluation administrator and the administrator being evaluated.

The district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the Plan of Improvement, the administrator’s performance again does not meet the district’s performance standards, the district may terminate its employment contract with the administrator.

This subsection does not restrict the right of the district to reassign an administrator to a teaching position consistent with the terms of the collective bargaining agreement.

Information provided to the district under its certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not public record and is not subject to disclosure under AS 09.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of the subsection concerning the information.

The district will provide an educator whose performance, after evaluation, receives a Basic rating in two or more standards, with district support or a Plan of Professional Growth

2015 Draft Version

This document is a work in progress. The Evaluation Committee requests any errors, omissions, and recommendations be provided by email to one of the committee members listed in Acknowledgements.

Possible future additions to the Evaluation Process include but are not limited to:

- Targeted Walk-Throughs
- Peer Evaluations
- Portfolios
- Modifiable surveys to align with individual teacher goals
- Weights on surveys that include the percentage of surveys received
**NON-TENURE EVALUATION PLAN**

**Purpose:** To support the inductee in learning and achieving the performance standards of the profession and the district.

**For tenured teachers who:** Have been rated Proficient in all District Performance Standards as determined in Domains 1-4 and whose overall performance rating is proficient or above including student learning data beginning in 2017-2018 are approved by the site administrator.

**For any teacher who has a rating of Basic or lower on any of the District Performance Standards and as determined in Domains 1-4 of the Marzano Learning Map.**

- After successful completion of a Plan for Professional Growth, a teacher returns to prior status. If unsuccessful, a teacher proceeds to the Plan of Improvement, if tenured.
- If completion of the plan is progressing, it can be continued at the discretion of the administration.

**For any teacher:**
- Whose performance at any point does not meet the District Performance Standards or who has failed to make adequate progress toward identified goals.
- Who received an Unsatisfactory rating in any area for the previous evaluation period.
- Teachers on this plan will not return to the Standard Plan until all objectives of the Plan of Improvement are met, with adequate evidence to demonstrate a Proficient rating.
- If unsuccessful, the District will follow Alaska State Statute AS 14.20.149.

**TENURED PLAN**

**Purpose:** To provide tenured teachers a structured, supportive, and collaborative environment for enhancing their ongoing personal professional growth, ensuring that all staff continues to meet the District Performance Standards.

**For teachers who are non-tenured in the District:**
- Follows the protocol (twice yearly):
  - **Training**—to include emphasis on the importance of conversations, trust, honest reflections.
  - **Formal announced observation**—a complete and uninterrupted lesson, scheduled in advance and will include pre and post conferences. Results are used for annual evaluation. Feedback provided to teacher. Follow up with teacher must occur within 5 work days.
  - **Informal observation**—May be announced or unannounced. Observations should be a minimum of 20 minutes in length. Results are used for annual evaluation. Feedback provided to teacher.
  - **Walkthrough**—Frequent walkthroughs will occur and vary in length. Results may or may not be included in annual evaluation at discretion of evaluator. Feedback may or may not be provided; however, if included in evaluation, feedback required.
  - **Evaluation Summary Conference**—Discuss evidence gathered over time.

**Purpose:**
- **Non-tenured teachers:** Scheduled in 15-30 minute informal observations, observed by a peer and a qualified evaluator. Each year a designated administrator will observe the performance of the non-tenured teacher.
- **All other tenured teachers:** Scheduled in 20 minute in length.

<table>
<thead>
<tr>
<th>Standard Evaluation Plan</th>
<th>Teacher Enrichment Pathway (TEP)</th>
<th>EVALUATION PLAN</th>
<th>EVALUATION PLAN</th>
<th>EVALUATION PLAN</th>
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<tbody>
<tr>
<td>For teachers who are non-tenured in the District:</td>
<td>Follows the protocol:</td>
<td><strong>Purpose:</strong> To provide tenured teachers a structured, supportive, and collaborative environment for enhancing their ongoing personal professional growth, ensuring that all staff continues to meet the District Performance Standards.</td>
<td><strong>Purpose:</strong> To provide tenured teachers support, assistance, and guidance toward meeting the District Performance Standards.</td>
<td><strong>Purpose:</strong> To provide organizational support and assistance to teachers who are not meeting the District Performance Standards.</td>
</tr>
<tr>
<td>Follows the protocol (once yearly):</td>
<td>- Minimum of two informal observations. Teacher driven goals relating to SSD District Performance Standards and the Marzano Art and Science of Teaching Learning Map.</td>
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</tr>
<tr>
<td>• Training—to include emphasis on the importance of conversations, trust, honest reflections.</td>
<td>- Not available during implementation of new evaluation protocols. Will be implemented in 2017-2018.</td>
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<tr>
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<tr>
<td>• Evaluation Summary Conference—Discuss evidence gathered over time.</td>
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**Purpose:**
- For tenured teachers: In first tenured year
  - Continuing as tenured
  - Designated by administrator to remain on Standard protocol
  - Cycling off Teacher Enrichment Pathway year
  - Who have a significant change in assignment
  - Tenured teachers who have a rating of Basic or lower on two or more of the District Performance Standards as determined in Domains 1-4 will move to a Plan for Professional Growth.

**Purpose:** To provide tenured teachers support, assistance, and guidance toward meeting the District Performance Standards.

**Purpose:** To provide organizational support and assistance to teachers who are not meeting the District Performance Standards.

**Non-tenured teachers:**
- Scheduled in 15-30 minute informal observations, observed by a peer and a qualified evaluator. Each year a designated administrator will observe the performance of the non-tenured teacher.
- Scheduled in 20 minute in length.

Evaluation is based on District Performance Standards.

Administrators are encouraged to work with non-tenured teachers on a Plan for Professional Growth when concerns are noted.

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SSD Evaluation Handbook revised April 19, 2015

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<table>
<thead>
<tr>
<th>NON-TENURE EVALUATION PLAN</th>
<th>TENURED PLAN</th>
<th>PLAN FOR PROFESSIONAL GROWTH</th>
<th>PLAN OF IMPROVEMENT</th>
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<tr>
<td><strong>Purpose:</strong> To support the inductee in learning and achieving the performance standards of the profession and the district.</td>
<td><strong>Purpose:</strong> To provide tenured teachers a structured, supportive, and collaborative environment for enhancing their ongoing personal professional growth, ensuring that all staff continues to meet the District Performance Standards.</td>
<td><strong>Purpose:</strong> To provide tenured or non-tenured teachers support, assistance, and guidance toward meeting the District Performance Standards.</td>
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Sitka School District Teacher Evaluation Continuous Growth System
The Evaluation Cycle and Time Lines

**September 30**- Establish professional growth goals and have approved by administrator.

**September 30**- Establish at least 2 student learning objectives and have approved by administrator. (At least one student learning objective will be created for the 2015-2016 piloting year.)

**December 1st**- First Formal observation cycle completed for non-tenured staff

**March 15th**- Last date to determine tenured employment status: Re-hire or Terminate/Non-retain.

**May 1st**- Second formal observation completed for non-tenured staff. Observation cycle complete for tenured staff.

**10 working days prior to end of contract**- Last date to determine non-tenured employment status: Re-hire or Terminate/Non-retain.
Teacher Evaluation using the Marzano Framework

A teacher will be evaluated on five domains, four Marzano domains and one student learning measure.

1. **DOMAIN ONE: Classroom Strategies and Behaviors** as evidenced by Formal Observations, Informal Observations, and Walk-throughs.
4. **DOMAIN FOUR: Collegiality and Professionalism** as evidenced by Formal Observations, Informal Observations, Walk-throughs and Stakeholder Surveys
5. **DOMAIN FIVE: Student Learning** as evidenced by Student Learning Objectives. (Special service providers, i.e., librarian, counselor, therapist, school psychologist are not included.)

Teachers will be given an overall rating determined by the weighted combination of the five domains.

### Domain Weight by Year

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<td>10%</td>
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<td>TBD%</td>
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Observation and Evaluation Recording and Calculations

Sitka School District will be utilizing the iObservation Evaluation System developed by the Marzano Center and supported by Learning Sciences International. The software program is web-based and features an evaluation program with auto-fill observation protocols, self-reflective and peer assessments, discussion and conferencing capabilities, and a resource library for professional development. The observation records and final evaluation document will be maintained in the system. Hard copies of observation records and final evaluations will also be maintained in each employee’s Personnel File.

The Final Evaluation will include a summary of scores from all applicable domains. From those scores, an overall Instructional Practice/Leadership Practice score will be generated. For each observed element, the following rubric will be applied:

<table>
<thead>
<tr>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Using</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NA</td>
</tr>
</tbody>
</table>

| Proficient | Basic | Unsatisfactory | Unsatisfactory | Alaska EED Conversion |

(It should be noted that a score of “NA” does not count at all. It is referencing that the behavior does not apply to what is being observed at that time. When “Not Using” is selected, a score of 0 is calculated. In that case, the behavior or strategy should have been used and was not.)

As student learning data is required in the process, there will be a Student Growth score similarly generated for that area. The two scores will then be weighted as required in regulation and calculated to produce one Final Score.
## Sitka School District Administrator Evaluation Continuous Growth System

<table>
<thead>
<tr>
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<td><strong>Purpose:</strong> To provide tenured administrators a structured supportive and collaborative environment for enhancing their ongoing personal professional growth, ensuring that all staff continues to meet the District Performance Standards.</td>
<td><strong>Purpose:</strong> To provide non-tenured or tenured administrators support, assistance, and guidance toward meeting the District Performance Standards.</td>
<td><strong>Purpose:</strong> To provide organizational support and assistance to administrators who are not meeting the District Performance Standards.</td>
</tr>
</tbody>
</table>

### STANDARD EVALUATION PLAN

- For administrators who are non-tenured in the District. Follows the protocol (once yearly):
  - Training— to include emphasis on the importance of conversations, trust, honest reflections
  - Evaluation Summary Conference—Discuss evidence gathered over time. Must be separate from postconference.

- Evaluation is based on District Performance Standards.
  - The evaluator is encouraged to work with non-tenured administrators on a Plan for Professional Growth when concerns are noted.

- For all administrators:
  - Tenured administrators who have a rating of Basic or lower on two or more of the District Performance Standards as determined in Domains of the Marzano Learning Map will move to a Plan for Professional Growth.

- For any administrator who has a rating of Basic or lower on two or more of the District Performance Standards and as determined in Domains of the Marzano Learning Map. After successful completion of a Plan for Professional Growth, an administrator returns to prior status. If unsuccessful, an administrator proceeds to the Plan of Improvement if tenured. If completion of the plan is progressing, it can be continued at the discretion of the Superintendent.

- For any administrator:
  - Whose performance at any point does not meet the District Performance Standards or who has failed to make adequate progress toward identified goals.
  - Who received an Unsatisfactory rating in any area for the previous evaluation period. Administrators on this plan will not return to the Standard Evaluation Plan until all objectives of the Plan of Improvement are met, with adequate evidence to demonstrate a Proficient rating.
  - If unsuccessful, the District will follow Alaska State Statute AS 14.20.149.

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**SSD Evaluation Handbook revised April 19, 2015**
Appendices

A. Glossary of Terms
B. Marzano Teacher Learning Map
C. Marzano Non-Classroom Instructional Support Learning Map
D. Marzano School Leadership Learning Map
E. Marzano District Leadership Learning Map
F. Certificated Instructional Personnel Job Description
G. School Counselor Job Description
H. School Librarian Job Description
I. Cultural Standards for Alaska’s Educators
J. Standards for Alaska’s Teachers
K. Standards for Alaska’s Administrators
L. Standards Alignment
M. Teacher Evaluation Framework Planning Conference Structured Interview Form
N. Teacher Evaluation Framework Reflection Conference Structured Interview Form
O. Plan for Professional Growth
P. Plan of Improvement
Q. Teacher Comment Form
R. Administrator Comment Form
S. Educator Evaluation Summative Rating 2015-2016
## Appendix A: Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Artifacts</strong></td>
<td>A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.</td>
</tr>
<tr>
<td><strong>Common Language</strong></td>
<td>A research based framework that describes and defines teaching. The common language provides a foundation for professional conversation.</td>
</tr>
<tr>
<td><strong>Deliberate Practice</strong></td>
<td>A way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. Involved in the series is a protocol setting personal goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.</td>
</tr>
<tr>
<td><strong>Design Questions</strong></td>
<td>Ten questions teachers ask themselves when planning a lesson or unit of instruction.</td>
</tr>
<tr>
<td><strong>Domain</strong></td>
<td>A body of knowledge defined by research representing a particular aspect of teaching.</td>
</tr>
<tr>
<td><strong>Focused Feedback</strong></td>
<td>Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable.</td>
</tr>
<tr>
<td><strong>Focused Practice</strong></td>
<td>Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.</td>
</tr>
</tbody>
</table>
**Formal Observation**

The formal observation is a method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following observation).

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Questions that lead you to the Essential Question. They often point toward a specific answer, factual knowledge and a definite answer.</th>
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</thead>
<tbody>
<tr>
<td><strong>High Probability Strategies</strong></td>
<td>High Probability Strategies are research-based strategies that have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. Teachers must determine which strategies to use with the right students at the right time.</td>
</tr>
<tr>
<td><strong>Informal Observation</strong></td>
<td>The informal observation can be announced or unannounced and may or may not include an observation of the full class period. While planning</td>
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</table>
and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process.

### Learning Goals/Objectives
What students should know, understand or be able to do at the end of a lesson. A learning goal often begins with "Students will be able to" or "Students will understand". Learning goals should not be confused with activities.

### Lesson Segment
Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments:
- Involving Routine Events
- Addressing Content
- Enacted on the Spot

### Walk-Through Observation
Frequent walk-throughs will occur and vary in length. Results may or may not be included in annual evaluation at discretion of evaluator. Feedback may or may not be provided; however, if included in evaluation summative results, feedback will be required.
Appendix B: Marzano Teacher Learning Map

Domain 1: Classroom Strategies and Behaviors
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events
- DQ1: Communicating Learning Goals and Feedback
  1. Providing Clear Learning Goals and Standards (Rubrics)
  2. Tracking Student Progress
  3. Celebrating Success
- DQ2: Establishing Rules and Procedures
  4. Establishing Classroom Routines
  5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The nine DQs organize the 61 elements in Domain 1.

The final Design Question, DQ9: Developing Effective Lessons Organized Into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content
- DQ3: Helping Students Interact with New Knowledge
  6. Identifying Critical Information
  7. Organizing Students to Interact with New Knowledge
  8. Preserving New Content
  9. chunking Content into "discretible Bites"
  10. Processing of New Information
  11. Elaborating on New Information
  12. Recording and Representing Knowledge
  13. Reflecting on Learning
- DQ4: Helping Students Practice and Deepen New Knowledge
  14. Rehearsing Content
  15. Organizing Students to Practice and Deepen Knowledge
  16. Using Homework
  17. Examining Similarities and Differences
  18. Examining Errors in Reasoning
  19. Practicing Skills, Strategies, and Processes
  20. Revising Knowledge
- DQ5: Helping Students Generate and Test Hypothesis
  21. Organizing Students for Cognitively Complex Tasks
  22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
  23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot
- DQ6: Engaging Students
  24. Noticing When Students are Not Engaged
  25. Using Academic Games
  26. Managing Response Rates
  27. Using Physical Movement
  28. Maintaining a Lively Pace
  29. Demonstrating Enthusiasm and Enthusiasm
  30. Using Friendly Controversy
  31. Providing Opportunities for Students to Talk about Themselves
  32. Presenting Unique or Intriguing Information
- DQ7: Recognizing Adherence to Rules and Procedures
  33. Demonstrating "Wow!"
  34. Applying Consequences for Lack of Adherence to Rules and Procedures
  35. Acknowledging Adherence to Rules and Procedures
- DQ8: Establishing and Maintaining Effective Relationships with Students
  36. Understanding Students' Interests and Backgrounds
  37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
  38. Displaying Objectivity and Control
- DQ9: Communicating High Expectations for All Students
  39. Demonstrating Value and Respect for Low Expectancy Students
  40. Asking Questions of Low Expectancy Students
  41. Posing Incorrect Answers with Low Expectancy Students
Appendix D: Marzano School Leadership Learning Map

Marzano School Leadership Evaluation Model
Learning Map

Domain 1: A Data-Driven Focus On Student Achievement

Element 1: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Element 2: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Element 3: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Element 4: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Element 5: The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2: Continuous Improvement of Instruction

Element 1: The school leader provides a clear vision as to how instruction should be addressed in the school.

Element 2: The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Element 3: The school leader is aware of predominant instructional practices throughout the school.

Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Element 5: The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Domain 3: A Guaranteed and Viable Curriculum

Element 1: The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2: The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3: The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

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Appendix E: Marzano District Leadership Learning Map

Marzano District Leader Evaluation Model
Learning Map

Domain 1
A Data-Driven Focus to Support Student Achievement

Element 1:
The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Element 2:
The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:
The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2
Continuous Support for Improvement of Instruction

Element 1:
The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Element 2:
The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

Element 3:
The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:
The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Domain 3
Continuous Support for a Guaranteed and Viable Curriculum

Element 1:
The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

Element 2:
The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Element 3:
The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.
Marzano District Leader Evaluation Model
Learning Map

Domain 4

Cooperation and Collaboration

Element 1: The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

Element 2: The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

Element 3: The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

Element 4: The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Domain 5

District Climate

Element 1: The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Element 2: The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

Element 3: The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

Element 4: The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Domain 6

Resource Allocation

Element 1: The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement for all students and optimal district operations.

Element 2: The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

Element 3: The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.
Appendix F: Certificated Instructional Personnel Job Description

Certificated Instructional Personnel
Job Description

**Purpose:** This certificated instructional employee is a teacher with the responsibility for implementing a specific curriculum within the Sitka School System. Inherent with this responsibility are the professional objectives related to academic knowledge, educational skills, personal judgment, and ethical behavior.

**Responsible to:** Building principal

**Payment rate:** According to Teachers' Salary Schedule

**Qualifications**
1. Baccalaureate degree in appropriate academic field.
2. Alaska Type A Teaching Certificate.
3. Experience in working with the pupils, parents/guardians, and the public.
5. Desire to maintain career improvement.

**Essential Function**
1. Supervise all aspects of the classroom program.
2. Coordinate all activities to conform to state and District laws, regulations, and policy guidelines.
3. Communicate effectively with students, parents, school staff, and public.
4. React to change productively and handle other tasks as assigned.
5. Prepare and maintain appropriate records, reports, and forms as required.
6. Conduct continuous review and evaluation of materials and equipment used in the program.
8. Adhere to all district health and safety policies, including all precautions of the Blood Borne Pathogens Exposure Control Plan.
9. Proficiency in computers and computer programs.
10. Support the values of education.

**Physical Requirements / Environmental Conditions:**
1. Requires physical exertion to manually move, lift, carry, pull, or push heavy objects.
2. Requires stooping, kneeling, crawling, bending, turning, reaching, climbing and balancing.
3. Must work indoors and outdoors year-round.
4. Must work in stressful, noisy and crowded areas, in and around dust, fumes, and odors.

SSD Evaluation Handbook revised April 19, 2015
General Responsibilities:

1. Organizational skills: Responsible for planning educational objectives, instructional strategies, motivation, assignments, activities, lesson plans, and assessment of learning activities.
2. Classroom management: Responsible for establishing and maintaining a healthy environment that is conducive to learning for all students.
3. Teaching methods: Responsible for appropriate instructional techniques that demonstrate the effective use of educational technology and supplemental resources in implementing the adopted curriculum.
4. Interpersonal skills and communications: Responsible for maintaining positive working relations with students, parents, Sitka School District employees, and citizens to promote effective understanding and productive partnerships within the school-community.
5. Professional growth: Responsible for further studies and experiences to enhance area(s) of expertise and to maintain certification.

Signatures:

Teacher ________________________________

Principal _______________________________

Date _________________________________
Appendix G: School Counselor Job Description

School Counselor

Job Description

Purpose: This certificated instructional employee is a school counselor with the responsibility for providing guidance activities to aid students within the Sitka School System. Inherent with this responsibility are the professional objectives related to academic knowledge, educational skills, personal judgment, and ethical behavior.

Responsible to: Building principal

Payment rate: According to Teachers' Salary Schedule

Qualifications:

1. Masters degree in appropriate academic field.
2. Alaska Type A Teaching Certificate with Guidance Counselor endorsement. Such alterations to this qualification as the Board may find appropriate and acceptable.
3. Experience in working with the pupils, parents/guardians, and the public.
5. Desire to maintain career improvement.

Essential Functions:

1. Supervise all aspects of the counseling program.
2. Coordinate all activities to conform to state and District laws, regulations, and policy guidelines.
3. Communicate effectively with students, parents, school staff, and public.
4. React to change productively and handle other tasks as assigned.
5. Prepare and maintain appropriate records, reports, and forms as required.
6. Conduct continuous review and evaluation of materials and equipment used in the program.
8. Adhere to all district health and safety policies, including all precautions of the Blood Borne Pathogens Exposure Control Plan.
9. Proficiency in computers and computer programs.
10. Support the values of an education.

Physical Requirements / Environmental Conditions:

1. Requires physical exertion to manually move, lift, carry, pull, or push heavy objects. Requires stooping, kneeling, crawling, bending, turning, reaching, climbing and balancing.
2. Must work indoors and outdoors year-round.
3. Must work in stressful, noisy and crowded areas, in and around dust, fumes, and odors.
General Responsibilities:

1. Organizational skills: Responsible for planning and counseling individuals and groups through the development of personal educational and career activities. To guide those with problems, referring students with special needs to appropriate community resources.

2. Program management: Responsible for establishing and maintaining a healthy environment that is conducive to student growth. Consulting with teachers, staff, parents, and community specialists regarding the developmental need of students. Provide support services to students in the areas of academic programs, team teaching, registration, course planning, school rules, and community relations. Administer test and diagnoses results for students. Organizes conferences for support group, test interpretation for parents, and new student orientation.

3. Teaching support: Consults with teachers to facilitate the infusion of counseling learning activities into the regular education curricula. Participate on instructional teams with teaching and related personnel.

4. Interpersonal skills and communications: Responsible for maintaining positive working relations with students, parents, Sitka School District employees, and citizens to promote effective understanding and productive partnerships within the school-community.

5. Professional growth: Responsible for further studies and experiences to enhance area(s) of expertise and to maintain certification.

Signatures:

Teacher ________________________

Principal ________________________

Date ________________________
Appendix H: School Librarian Job Description

**School Librarian**

**Job Description**

**Purpose:** This certificated instructional employee is a school librarian with the responsibility for providing all students and teachers with an enriched library environment containing a wide variety and range of materials that will invite intellectual growth, and to aid all students and teachers in acquiring the skills needed to take full advantage of library resources within the Sitka School System. Inherent with this responsibility are the professional objectives related to academic knowledge, educational skills, personal judgment, and ethical behavior.

**Responsible to:** Building principal

**Payment rate:** According to Teachers' Salary Schedule

**Qualifications:**
1. Baccalaureate degree in appropriate academic field.
2. Alaska Type A Teaching Certificate with Library endorsement. Such alterations to this qualification as the Board may find appropriate and acceptable.
3. Experience in working with the pupils, parents/guardians, and the public.
5. Desire to maintain career improvement.

**Essential Functions:**
1. Supervise all aspects of the library program.
2. Coordinate all activities to conform to state and District laws, regulations, and policy guidelines.
3. Communicate effectively with students, parents, school staff, and public.
4. React to change productively and handle other tasks as assigned.
5. Prepare and maintain appropriate records, reports, and forms as required.
6. Conduct continuous review and evaluation of materials and equipment used in the program.
8. Adhere to all district health and safety policies, including all precautions of the Blood Borne Pathogens Exposure Control Plan.
9. Proficiency in computers and computer programs.
10. Support the values of an education.

**Physical Requirements / Environmental Conditions:**
1. Requires physical exertion to manually move, lift, carry, pull, or push heavy objects.
2. Requires stooping, kneeling, crawling, bending, turning, reaching, climbing and balancing.
3. Must work indoors and outdoors year-round.
4. Must work in stressful, noisy and crowded areas, in and around dust, fumes, and odors.
General Responsibilities:
1. Organizational skills: Responsible for planning and executing a program of staff and student library orientation that includes reference services, inter-library loan of materials, curriculum development, and information on current technologies.
2. Library management: Creates and maintains an inviting and comfortable environment for students and staff. Assembles collection of materials for students and staff, solicits input and maintains files to coordinate staff and student and staff requests for new materials, instructs in production and adaptation of appropriate media, promotes reading and research appreciation, provides storytelling and information about authors and literature, and maintains a materials circulation system.
3. Material management: Develops a budget to support collection development plan and evaluates, selects, and purchases materials, equipment and supplies. Maintains inventory and statistical records.
4. Interpersonal skills and communications: Responsible for maintaining positive working relations with students, parents, Sitka School District employees, and citizens to promote effective understanding and productive partnerships within the school-community.
5. Professional growth: Responsible for further studies and experiences to enhance area(s) of expertise and to maintain certification.

Signatures

Teacher ______________________

Principal ______________________

Date ______________________
Appendix I: Cultural Standards for Alaska’s Educators

A. Culturally responsive educators incorporate local ways of knowing and teaching in their work.

*Educators who meet this cultural standard:*

A.1: Recognize the validity and integrity of the traditional knowledge system;
A.2: Utilize the Elders’ expertise in multiple ways in their teaching;
A.3: Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
A.4: Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
A.5: Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
A.6: Continually involve themselves in learning about the local culture.

B. Culturally responsive educators and the local environment and community resource on a regular basis to link what they are teaching to the everyday lives of the students.

*Educators who meet this cultural standard:*

B.1: Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
B.2: Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge skills;
B.3: Provide integrated learning activities organized around themes of local significance and across subject areas;
B.4: Are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
B.5: Seek to ground all teaching in a constructive process built on a local cultural foundation.

C. Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.

*Educators who meet this cultural standard:*

C.1: Become active members of the community in which they teach and make positive contributions to the well-being of that community;
C.2: Exercise professional responsibilities in the context of local cultural traditions and expectations;
C.3: Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

D. Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

*Educators who meet this cultural standard:*
D.1: Promote extensive community and parental interaction and involvement in their children's education;
D.2: Involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
D.3: Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
D.4: Seek to learn the local heritage language and promote its use in their teaching.

E. Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

*Educators who meet this cultural standard:*
E.1: Recognize cultural differences as positive attributes around which to build appropriate educational experiences;
E.2: Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
E.3: Reinforce the student’s sense of cultural identity and place in the world;
E.4: Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities.
E.5: Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.
Appendix J: Standards for Alaska’s Teachers

1. A teacher can describe the teacher’s philosophy of education and demonstrate its relationship to the teacher’s practice.
   Performances that reflect attainment of this standard include:
   a. engaging in thoughtful and critical examination of the teacher’s practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession;
   b. demonstrating consistency between a teacher’s beliefs and the teacher’s practice.

2. A teacher understands how students learn and develop, and applies that knowledge in the teacher’s practice.
   Performances that reflect attainment of this standard include:
   a. accurately identifying and teaching to the developmental abilities of students;
   b. applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

3. A teacher teaches students with respect for their individual and cultural characteristics.
   Performances that reflect attainment of this standard include:
   a. incorporating characteristics of the student’s and local community’s culture into instructional strategies that support student learning;
   b. identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students;
   c. applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.
   d. organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences;
   e. reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

4. A teacher knows the teacher's content area and how to teach it.
   Performances that reflect attainment of this standard include:
   a. demonstrating knowledge of the academic structure of the teacher’s content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;
   b. identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;
   c. drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;
   d. connecting the content area to other content areas and to practical situations encountered outside the school; and
   e. staying current in the teacher’s content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

5. A teacher facilitates, monitors, and assesses student learning.
   Performances that reflect attainment of this standard include:
   a. organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;
   b. creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;
   c. creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;

6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
   Performances that reflect attainment of this standard include:
   a. creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
   b. communicating high standards for student performance and clear expectations of what students will learn;
   c. planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn, and
   d. assisting students in understanding their role in sharing responsibility for their learning.

7. A teacher works as a partner with parents, families, and the community.
   Performances that reflect attainment of this standard include:
   a. promoting and maintaining regular and meaningful communication between the classroom and students' families;
   b. working with parents and families to support and promote student learning;
   c. participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;
   d. connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community;
   e. involving parents and families in setting and monitoring student learning goals.

8. A teacher participates in and contributes to the teaching profession.
   Performances that reflect attainment of this standard include:
   a. maintaining a high standard of professional ethics;
   b. maintaining and updating both knowledge of the teacher’s content area or areas and best teaching practice;
   c. engaging in instructional development activities to improve or update classroom, school, or district programs; and
   d. communicating, working cooperatively, and developing professional relationships with colleagues.
Appendix K: Standards for Alaska’s Administrators

1. An administrator provides leadership for an educational organization.
   Performances that reflect attainment of this standard include:
   a. working with and through individuals and groups;
   b. facilitating teamwork and collegiality including treating staff as professionals;
   c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
   d. focusing on high priority issues related to student learning and staff development;
   e. recognizing and acknowledging outstanding performance;
   f. solving or communicating to others to solve problems and making sound judgments based on problem analyses, best practices, and district goals and procedures;
   g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;
   h. taking action to carry out plans and accomplish goals; and
   i. maintaining the administrator’s own professional goals.

2. An administrator guides instruction and supports an effective learning environment.
   Performances that reflect attainment of this standard include:
   a. supporting the development of a schoolwide climate of high expectations for student learning and staff performance;
   b. ensuring that effective instructional methods are in use;
   c. maintaining school or program level records of student learning and communicating students progress to the appropriate individual or entity;
   d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning and
   e. facilitating the establishment of effective learning environments.

3. An administrator oversees the implementation of curriculum.
   Performances that reflect attainment of this standard include:
   a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
   b. interpreting school district curricula in terms of school-level organization and program;
   c. facilitating staff alignment of materials, curricula, methods, and goals and standards for student performance;
   d. monitoring social and technological developments as they affect curriculum.

4. An administrator coordinates services that support student growth and development.
   Performances that reflect attainment of this standard include:
   a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
   b. providing for student guidance, counseling, and auxiliary services;
   c. coordinating outreach for students, staff and school programs, community organizations, agencies and services;
   d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
   e. supporting the development and use of programs that connect schooling with plans for adult life; and
   f. supporting the development and overseeing the implementation of a comprehensive program of student activities.

5. An administrator provides for staffing and professional development to meet student learning needs.
   Performances that reflect attainment of this standard include:
   a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
   b. working with faculty and staff to identify individual and group professional needs and design appropriate staff development opportunities;
   c. evaluating staff for the purpose of making recommendations about retention and promotion; and
   d. participating in the hiring of new staff based upon needs of the school and district priorities.

6. An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.
   Performances that reflect attainment of this standard include:
   a. developing tools and processes to gather needed information from students, staff, and the community;
   b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;
   c. interpreting assessment information and evaluations for others; and
   d. relating programs to desired standards or goals.

7. An administrator communicates with diverse groups and individuals with clarity and sensitivity.
   Performances that reflect attainment of this standard include:
   a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
   b. obtaining and using feedback to communicate more effectively;
   c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
   d. communicating a positive image of the school in the community.

8. An administrator acts in accordance with established laws, policies, procedures, and good business practices.
   Performances that reflect attainment of this standard include:
   a. acting in accordance with federal and state statutes, regulations, and other law;
   b. working within local policy, procedures, and directives; and
   c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.

9. An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.
   Performances that reflect attainment of this standard include:
   a. acting with awareness that schools exist in a political environment and are affected by other systems with which they interact and interact;
   b. identifying relationships between public policy and education;
   c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
   d. engaging in and supporting efforts to affect public policy to promote quality education for students;
   e. addressing ethical issues that are relevant in the educational environment, acting with care and good judgment within appropriate time frames; and
   f. enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.

10. An administrator facilitates the participation of parents and families as partners in the education of children.
    Performances that reflect attainment of this standard include:
    a. recognizing the variety of parenting traditions and practices in the community;
    b. ensuring that teachers and staff engage parents and families in assisting student learning;
    c. maintaining a school or program climate that welcomes parents and families and invites their participation; and
    d. involving parents and community in meaningful ways in school or program decision-making.
## Appendix L: Standards Alignment

### Routines

<table>
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<th>Routine ID</th>
<th>Description</th>
<th>Category</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>DQ1</td>
<td>Communicating Learning Goals and Feedback</td>
<td>1. Providing Rigorous Learning Goals and Performance Scales</td>
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<tr>
<td>DQ2</td>
<td>Establishing Rules and Procedures</td>
<td>4. Establishing Classroom Routines</td>
<td>3</td>
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<tr>
<td>DQ3</td>
<td>Organizing the Physical Layout of the Classroom</td>
<td>5. Organizing the Physical Layout of the Classroom</td>
<td>3</td>
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**Marzano Design Questions and Elements**
- Aligned Cultural Elements
- Aligned AK Teacher Standards

### Content

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<thead>
<tr>
<th>Content ID</th>
<th>Description</th>
<th>Category</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>DQ4</td>
<td>Helping Students Practice and Deepen New Understanding</td>
<td>14. Reviewing Content</td>
<td>2</td>
</tr>
<tr>
<td>DQ5</td>
<td>Helping Students Practice and Deepen New Understanding</td>
<td>15. Organizing Students to Practice and Deepen Understanding</td>
<td>3</td>
</tr>
<tr>
<td>DQ6</td>
<td>Helping Students Practice and Deepen New Understanding</td>
<td>16. Using Homework</td>
<td>4</td>
</tr>
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<td>DQ7</td>
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<td>4</td>
</tr>
<tr>
<td>DQ8</td>
<td>Helping Students Practice and Deepen New Understanding</td>
<td>18. Helping Students Examine Errors in Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>DQ10</td>
<td>Helping Students Practice and Deepen New Understanding</td>
<td>20. Helping Students Revise Knowledge</td>
<td>4</td>
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### On the Spot

<table>
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<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ11</td>
<td>Engaging Students Not Engaged</td>
<td>6</td>
</tr>
<tr>
<td>DQ12</td>
<td>Using Academic Games</td>
<td>6</td>
</tr>
<tr>
<td>DQ13</td>
<td>Managing Response Rate</td>
<td>6</td>
</tr>
<tr>
<td>DQ14</td>
<td>Using Physical Movement</td>
<td>6</td>
</tr>
<tr>
<td>DQ15</td>
<td>Maintaining a Lively Pace</td>
<td>6</td>
</tr>
<tr>
<td>DQ16</td>
<td>Demonstrating Intensity and Enthusiasm</td>
<td>6</td>
</tr>
<tr>
<td>DQ17</td>
<td>Using Friendly Controversy</td>
<td>6</td>
</tr>
<tr>
<td>DQ18</td>
<td>Providing Opportunities for Students to Talk about Themselves</td>
<td>6</td>
</tr>
<tr>
<td>DQ19</td>
<td>Presenting Unusual or Intriguing Information</td>
<td>6</td>
</tr>
<tr>
<td>DQ20</td>
<td>Recognizing Adherence to Rules and Procedures</td>
<td>6</td>
</tr>
<tr>
<td>DQ21</td>
<td>Demonstrating &quot;Withness&quot;</td>
<td>6</td>
</tr>
<tr>
<td>DQ22</td>
<td>Applying Consequences for Lack of Adherence to Rules and Procedures</td>
<td>6</td>
</tr>
<tr>
<td>DQ23</td>
<td>Acknowledging Adherence to Rules and Procedures</td>
<td>6</td>
</tr>
<tr>
<td>DQ24</td>
<td>Establishing and Maintaining Effective Relationships with Students</td>
<td>6</td>
</tr>
<tr>
<td>DQ25</td>
<td>Understanding Students' Interests and Backgrounds</td>
<td>6</td>
</tr>
<tr>
<td>DQ26</td>
<td>Using Verbal and Nonverbal Behaviors that Indicate Affection for Students</td>
<td>6</td>
</tr>
<tr>
<td>DQ27</td>
<td>Displaying Objectivity and Control</td>
<td>6</td>
</tr>
<tr>
<td>DQ28</td>
<td>Communicating High Expectations for All Students</td>
<td>6</td>
</tr>
<tr>
<td>DQ29</td>
<td>Demonstrating Value and Respect for Low Expectancy Students</td>
<td>6</td>
</tr>
<tr>
<td>DQ30</td>
<td>Asking Questions of Low Expectancy Students</td>
<td>6</td>
</tr>
<tr>
<td>DQ31</td>
<td>Probing Incorrect Answers with Low Expectancy Students</td>
<td>6</td>
</tr>
</tbody>
</table>
## Domain 2: Planning

<table>
<thead>
<tr>
<th>Planning and Preparing for Lessons and Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Effective Scaffolding of Information within Lessons</td>
</tr>
<tr>
<td>43. Lessons within Units</td>
</tr>
<tr>
<td>44. Attention to Established Content Standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and Preparing for Use of Resources and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>45. Use of Available Traditional Resources</td>
</tr>
<tr>
<td>46. Use of Available Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and Preparing for the Needs of English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. Needs of English Language Learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and Preparing for the Needs of Students Receiving Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. Needs of Students Receiving Special Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and Preparing for the Needs of Students Who Lack Support for Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. Needs of Students Who Lack Support for Schooling</td>
</tr>
</tbody>
</table>

## Domain 3: Reflection

<table>
<thead>
<tr>
<th>Evaluating Personal Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. Identifying Areas of Pedagogical Strength and Weakness</td>
</tr>
<tr>
<td>51. Evaluating the Effectiveness of Individual Lessons and Units</td>
</tr>
<tr>
<td>52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing and Implementing a Professional Growth Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. Developing a Written Growth and Development Plan</td>
</tr>
<tr>
<td>54. Monitoring Progress Relative to the Professional Growth and Development Plan</td>
</tr>
</tbody>
</table>

## Domain 4: Collegiality

<table>
<thead>
<tr>
<th>Promoting a Positive Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>55. Promoting Positive Interactions with Colleagues</td>
</tr>
<tr>
<td>56. Promoting Positive Interactions about Students and Parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promoting Exchange of Ideas and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>57. Seeking Mentorship for Areas of Need or Interest</td>
</tr>
<tr>
<td>58. Mentoring Other Teachers and Sharing Ideas and Strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promoting District and School Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>59. Adhering to District and School Rules and Procedures</td>
</tr>
<tr>
<td>60. Participating in District and School Initiatives</td>
</tr>
</tbody>
</table>
## Routines

<table>
<thead>
<tr>
<th>DQ1: Communicating Learning Goals and Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Providing Rigorous Learning Goals and Performance Scales</td>
</tr>
<tr>
<td>2. Tracking Student Progress</td>
</tr>
<tr>
<td>3. Celebrating Success</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DQ6: Establishing Rules and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Establishing Classroom Routines</td>
</tr>
<tr>
<td>5. Organizing the Physical Layout of the Classroom</td>
</tr>
</tbody>
</table>

### Marzano Design Questions and Elements

- Aligned Cultural Elements
- Aligned AK Teacher Standards

### DOMAIN 1: Classroom Strategies and Behaviors

### Content

<table>
<thead>
<tr>
<th>DQ2: Helping Students Interact with New Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Identifying Critical Information</td>
</tr>
<tr>
<td>7. Organizing Students to Interact with New Knowledge</td>
</tr>
<tr>
<td>8. Previewing New Content</td>
</tr>
<tr>
<td>9. Chunking Content into &quot;Digestible Bites&quot;</td>
</tr>
<tr>
<td>11. Helping Students Elaborate on New Information</td>
</tr>
<tr>
<td>12. Helping Students Record and Represent Knowledge</td>
</tr>
<tr>
<td>13. Helping Students Reflect on Learning</td>
</tr>
</tbody>
</table>

### On the Spot

<table>
<thead>
<tr>
<th>DQ5: Engaging Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Noticing When Students are Not Engaged</td>
</tr>
<tr>
<td>29. Demonstrating Intensity and Enthusiasm</td>
</tr>
<tr>
<td>31. Providing Opportunities for Students to Talk about Themselves</td>
</tr>
<tr>
<td>32. Presenting Unusual or Intriguing Information</td>
</tr>
</tbody>
</table>

### DQ3: Helping Students Practice and Deepen New Knowledge

| 14. Reviewing Content | B2 4 |
| 15. Organizing Students to Practice and Deepen Knowledge | B2 3 |
| 16. Using Homework | B2 4 |
| 17. Helping Students Examine Similarities and Differences | B2 4 |
| 18. Helping Students Examine Errors in Reasoning | B2 E2 4 |
| 20. Helping Students Revise Knowledge | B2 4 |

### DQ4: Helping Students Generate and Test Hypotheses

<p>| 21. Organizing Students for Cognitively Complex Tasks | B2 2 |
| 22. Engaging Students in Cognitively Complex Tasks | B2 E2 4 |
| 23. Providing Resources and Guidance for cognitively complex tasks | B2 4 |</p>
<table>
<thead>
<tr>
<th>Domain 2: Planning</th>
<th>Domain 3: Reflection</th>
<th>Domain 4: Collegiality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Preparing for Lessons and Units</strong></td>
<td><strong>Evaluating Personal Performance</strong></td>
<td><strong>Promoting a Positive Environment</strong></td>
</tr>
<tr>
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<td>50. Identifying Areas of Pedagogical Strength and Weakness</td>
<td>B4 A6 8</td>
</tr>
<tr>
<td>43. Lessons within Units</td>
<td>51. Evaluating the Effectiveness of Individual Lessons and Units</td>
<td>A6 B4 D1 7</td>
</tr>
<tr>
<td>44. Attention to Established Content Standards</td>
<td>52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</td>
<td>D2 E3 8</td>
</tr>
<tr>
<td><strong>Planning and Preparing for Use of Resources and Technology</strong></td>
<td><strong>Developing and Implementing a Professional Growth Plan</strong></td>
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<td>46. Use of Available Technology</td>
<td>54. Monitoring Progress Relative to the Professional Growth and Development Plan</td>
<td>A6 B4 8</td>
</tr>
<tr>
<td><strong>Planning and Preparing for the Needs of English Language Learners</strong></td>
<td></td>
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</tr>
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<td>47. Needs of English Language Learners</td>
<td></td>
<td>A6 B4 8</td>
</tr>
<tr>
<td><strong>Planning and Preparing for the Needs of Students Receiving Special Education</strong></td>
<td></td>
<td><strong>Promoting District and School Development</strong></td>
</tr>
<tr>
<td>48. Needs of Students Receiving Special Education</td>
<td></td>
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<tr>
<td><strong>Planning and Preparing for the Needs of Students Who Lack Support for Schooling</strong></td>
<td></td>
<td>60. Participating in District and School Initiatives</td>
</tr>
<tr>
<td>49. Needs of Students Who Lack Support for Schooling</td>
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</tr>
</tbody>
</table>

SSD Evaluation Handbook revised April 19, 2015
Appendix M: Teacher Evaluation Framework Planning Conference Structured Interview Form

Art and Science of Teaching Teacher Evaluation Framework Planning Conference Structured Interview Form A

Copyright Robert J. Marzano

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

Classroom Demographics

Briefly describe the students in your classroom (e.g., number of students, gender, special needs etc.)

Routine Events

What will you do to establish learning goals, track student progress and celebrate success for this lesson?

What will you do to establish or maintain classroom rules and procedures for this lesson?

Content

Please consider the following questions as appropriate for the lesson being observed

What will you do to help students effectively interact with new knowledge?

What will you do to help students practice new knowledge?
What will you do to help students generate and test hypothesis about new knowledge?

Enacted on the Spot

What will you do to engage students in the lesson?

What will you do to recognize and acknowledge lack of adherence to classroom rules and procedures?

What will you do to establish and maintain effective relationships with students during this lesson?

What will you do to communicate high expectations to students within the lesson?

How will this lesson be organized as part of a cohesive unit?
Appendix N: Teacher Evaluation Framework Reflection Conference Structured Interview Form

Art and Science of Teaching Teacher Evaluation Framework Reflection Conference Structured Interview Form A

Copyright Robert J. Marzano

Instructions: Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions.

General Reflection

Overall, how do you think the lesson went and why?

Routine Events

In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?

To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?

Content

How did the strategies you used to introduce new content to students support student learning?

How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?

How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?
Enacted on the Spot

Which techniques for engaging students were most successful? Which techniques were not successful?

How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?

What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?

What specific actions did you take to communicate high expectations for students? How did these impact students learning?

How will this lesson inform changes to your instructional plan?
Appendix O: Plan for Professional Growth

Plan for Professional Growth

Teacher Name: ______________________________ School Year: ____________
Professional Assignment: ______________________________________________

Area(s) for Improvement (include domain questions if applicable):

<table>
<thead>
<tr>
<th>Performance Goal Statement:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities planned for Goal Attainment:</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Monitoring Procedures</th>
</tr>
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<tbody>
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</tbody>
</table>

I understand the terms and conditions of this plan. I understand that this plan represents an opportunity to grow, and that it is the district’s desire to support professional growth for me. I also understand that there will be monitoring from administration throughout the process, but the onus to complete the plan fully, successfully and in a timely fashion is mine.

Teacher’s -Signature: __________________________ Date: ____________
Evaluator’s Signature: __________________________ Date: ____________

Print or Type Evaluator’s Name: __________________________
Plan for Professional Growth
Progress Monitoring Meetings

<table>
<thead>
<tr>
<th>Dates</th>
<th>Summary</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Upon final evaluation of the school year, the following has been determined:

[ ] PPG Completed Date of PPG Completion (if applicable)_______________
[ ] PPG Not Completed

Teacher’s Signature*: ______________________________ Date: ________________

Administrator’s Signature: ______________________________ Date: ________________

* Signature acknowledges receipt of this document, not necessarily agreement with the contents thereof.
Plan of Improvement

Teacher Name: ___________________________ School Year: __________
Professional Assignment: __________________________________________

Area(s) for Improvement (include domain questions if applicable):

<table>
<thead>
<tr>
<th>Performance Goal Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities planned for Goal Attainment:</td>
</tr>
<tr>
<td>Monitoring Procedures</td>
</tr>
<tr>
<td>Terminal Date of POI</td>
</tr>
</tbody>
</table>

I understand the terms and conditions of this plan. I understand that this plan represents an opportunity to grow, and that it is the district's desire to support professional growth for me. I also understand that there will be monitoring from administration throughout the process, but the onus to complete the plan fully, successfully and in a timely fashion is mine.

Teacher's Signature: ___________________________ Date: __________
Evaluator's Signature: ___________________________ Date: __________

Print or Type Evaluator's Name: ___________________________
Plan of Improvement

Progress Monitoring Meetings

<table>
<thead>
<tr>
<th>Dates</th>
<th>Summary</th>
<th>Next Steps</th>
</tr>
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<tbody>
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</tbody>
</table>

Upon final evaluation of the school year, the following has been determined:

[ ] POI Completed  Date of POI Completion (if applicable)____________

[ ] POI Not Completed

Teacher's Signature*: ______________________________ Date: ______________

Administrator's Signature: ___________________________ Date: ______________

* Signature acknowledges receipt of this document, not necessarily agreement with the contents thereof.
Appendix Q: Teacher Comment Form

Teacher Comment Form

☐ Parent Comments
☐ Staff Comments
☐ Student Comments

Information regarding the performance of a teacher may be made by a parent, staff member, or student. The forms are to be submitted to the teacher’s immediate supervisor. All forms must be signed. Any unsigned form will be destroyed. Teacher Comment Forms may be submitted at anytime and may be used as information during the teacher’s evaluation.

Teacher Name: _________________ School: _______________ Date: _____________

Comments:

Where did you get this information?

___ I have talked with the teacher about this
___ I have not talked with the teacher about this.

Principal Response:

Principal Signature: _________________ Date: _______________
This document may be held in the Principal's files for two years. After two years, document will be destroyed if it has not been used in connection with an evaluation or other employment action. Copies will be returned to the employee and staff/parent/student.

**Teacher Comment Forms will be addressed promptly**

Teacher Response:

_____________________________     ______________________
Teacher Signature     Date:

SSD Evaluation Handbook revised April 19, 2015
Appendix R: Administrator Survey

Administrator Input Form

1. GENERAL ADMINISTRATION: Does the Administrator

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Progressing</th>
<th>Meets Standard</th>
<th>Exceed Standard</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a thorough understanding of general and</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>specific knowledge in school administration?</td>
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<tr>
<td>Display interest and enthusiasm toward his/her work?</td>
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</tr>
<tr>
<td>Function effectively under pressure?</td>
<td></td>
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<td></td>
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<tr>
<td>Make effective decisions?</td>
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<tr>
<td>Portray professional behavior in dress, demeanor</td>
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<tr>
<td>and speech?</td>
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<tr>
<td>Complete work in a timely manner</td>
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<tr>
<td>Demonstrate leadership skills where atmosphere of</td>
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<tr>
<td>staff unity enables setting of clear goals?</td>
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<tr>
<td>Demonstrate effective leadership and management</td>
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<tr>
<td>skills?</td>
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<tr>
<td>Contribute to a high/positive staff morale?</td>
<td></td>
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</tr>
</tbody>
</table>

Offer one or more suggestions for improvement on any area given a rating of Below Standard of Progressing
### 2. STAFF RELATIONS: Does the administrator:

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Progressing</th>
<th>Meets Standard</th>
<th>Exceed Standard</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the duties/problems of staff at this level?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Consider differing viewpoints?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Treat staff members impartially?</td>
<td></td>
<td></td>
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<tr>
<td>Provide accessibility/availability to discuss ideas or issues before, after and during the school day?</td>
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<tr>
<td>Show appreciation when appropriate?</td>
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</tr>
<tr>
<td>Try to create unity and enthusiasm among staff?</td>
<td></td>
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</tr>
<tr>
<td>Encourage staff to work independently or cooperatively on teaching techniques or self-improvement projects as appropriate?</td>
<td></td>
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</tr>
<tr>
<td>Create a sense of trust when interacting with individuals and staff?</td>
<td></td>
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</tr>
</tbody>
</table>

Offer one or more suggestions for improvement on any area given a rating of Below Standard or Progressing.
3. COMMUNICATIONS: Does the administrator:

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Progressing</th>
<th>Meets Standard</th>
<th>Exceed Standard</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbally express ideas smoothly and articulately?</td>
<td></td>
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</tr>
<tr>
<td>Produce correctly written, clearly understood communications?</td>
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<tr>
<td>Display patience, understanding, consideration, and courtesy?</td>
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<tr>
<td>Display professional honesty?</td>
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<tr>
<td>Promote positive relationships with parents and the general public?</td>
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<tr>
<td>Respond to written and verbal communications in a timely manner?</td>
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</tbody>
</table>

Offer one or more suggestions for improvement on any area given a rating of Below Standard or Progressing.

4. BUILDING AND PROGRAM MANAGEMENT AND EVALUATION: Does the administrator:

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Progressing</th>
<th>Meets Standard</th>
<th>Exceed Standard</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and/or devise useful innovations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show willingness to try new approaches or methods?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate initiative and persistence to accomplish goals and objectives?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively evaluate programs, practices and personnel?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assure facility maintenance is adequate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. STUDENT RELATIONS: Does the administrator:

<table>
<thead>
<tr>
<th>Section</th>
<th>Below Standard</th>
<th>Progressing</th>
<th>Meets Standard</th>
<th>Exceed Standard</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt to establish a positive rapport with students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline appropriately?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the problems/developmental stages of the students at this level?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Offer one or more suggestions for improvement on any area given a rating of Below Standard or Progressing.

Other suggestions for improvement in general, (not attached to an item of deficiency):.

Areas of strength and things to consider:
**Appendix S: Educator Evaluation Summative Rating 2015-2016**

**DOMAIN 5: STUDENT LEARNING**

<table>
<thead>
<tr>
<th>Student Learning Objective #1</th>
<th>Student Learning Objective #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (4)</td>
<td>Proficient (3)</td>
</tr>
<tr>
<td>More than 85% of students met their target.</td>
<td>At least 65% and 85% of students met their target.</td>
</tr>
<tr>
<td></td>
<td>Basic (2)</td>
</tr>
<tr>
<td></td>
<td>Between 40% and 64% of students met their target.</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory (1)</td>
</tr>
<tr>
<td></td>
<td>Fewer than 40% of students met their target.</td>
</tr>
</tbody>
</table>

**Overall rating for Domain 5**

**Domain Percent:** Multiply Domain 5 score by TBD

**Narrative:**

---

_SSD Evaluation Handbook revised April 19, 2015_
The overall ratings cover four Levels of Performance, using the following operating principles:

a. **Exemplary (equivalent to Innovating) 4**: A teacher should receive an Exemplary rating if the teacher has received Exemplary ratings in at least half of the domains, with the remaining domains rated no lower than Proficient, and a numerical score of 3 or higher.

b. **Proficient (equivalent to Applying) 3**: A teacher should receive a Proficient rating if the teacher received no more than one domain rated Basic, with the remaining domains rated Proficient or Exemplary and a numerical score greater than 1.

c. **Basic (equivalent to Developing) 2**: A teacher should receive a rating of Basic if the teacher received no Unsatisfactory domain ratings, two or more Basic domain ratings, and a numerical score greater than 1.

d. **Unsatisfactory (equivalent to Beginning and Not Using) 1**: A teacher should receive a rating of Unsatisfactory if any one domain is rated Unsatisfactory no matter what the numerical score.

A final evaluation rating and level of support will be provided to the teacher on the Summative Rating and Level of Support form as well as a hardcopy of all documents conducted throughout the year.