

Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Regularly assess progress and provide feedback	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by coaches, peers, teacher team members as well as principals and assistant principals.	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15 th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Teacher	April – Summer	August – October	November – February		By March 15		April – May – Summer



Growth Plan

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Growth Plan

(Based on the Data Team Process Model)

Professional Growth Plan for

Name _____ Date _____

Identify Indicator: _____
 Standard Number and Name _____
 Quality Indicator Number and Name _____

Briefly describe why this indicator was selected
 (Include whether this indicator aligns to a CSIP
 and/or BIP improvement goal)

<p>1. FOCUS <i>Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.</i></p>	<p>2. GOAL <i>Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?</i></p>	<p>3. STRATEGY <i>Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.</i></p>	<p>4. RESULTS <i>What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.</i></p>
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Signature of Teacher _____
Signature of Evaluator _____

Baseline Score
Follow-Up Score
Growth Score

Educator Growth Plan

(Based on the PDSA Model)

Professional Growth Plan for

Identify Indicator: _____ Name _____ Date _____

Standard Number and Name _____ Quality Indicator Number and Name _____

Briefly describe why this indicator was selected
(Include whether this indicator aligns to a CSIP
and/or BIP improvement goal)

<p>1. PLAN: State the professional learning goal or objective. <i>Is driven by an opportunity for growth as identified from the growth guide and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by..."</i></p>	<p>2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? <i>Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.</i></p>	
<p>3. STUDY: What do the data tell us? What do the data not tell us? <i>Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?</i></p>	<p>4. ACT: How will positive results be sustained? <i>How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?</i></p>	

Signature of Teacher _____ Signature of Evaluator _____ Baseline Score Follow-Up Score Growth Score



Improvement Plan

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Improvement Plan for: _____ Name _____ Date _____ Academic Year _____

Identify Indicator: _____ Standard number and name _____ Quality Indicator number and name _____

Rationale: Describe why improvement on this performance indicator is required
 Job Threatening
 Non-Job Threatening

<p>1. IMPROVEMENT TARGET <i>State specifically the improvement required based on the performance indicator referenced above.</i></p>	<p>2. SPECIFIC STRATEGIES <i>Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.</i></p>	
<p>3. BENCHMARKS AND TIMELINES <i>Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.</i></p>	<p>4. MEASURES <i>Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed</i></p>	

Conditions of the Improvement Plan have been satisfied and continued employment is recommended.

Conditions of the Improvement Plan have not been met and re-employment is not recommended.

Signature of Teacher/Leader _____ Date _____ Signature of Evaluator _____ Date _____



Feedback Forms

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Performance Indicator Feedback Form

Teacher: _____ Grade/Level: _____

Standard #	
Quality Indicator #	
Date of Observation:	
Principal Comments:	Overall Performance Rating
	<input type="checkbox"/> Emerging (0,1,2)
	<input type="checkbox"/> Developing (3,4)
Teacher Comments:	<input type="checkbox"/> Proficient (5,6)
	<input type="checkbox"/> Distinguished (7)
Date of Observation:	
Principal Comments:	Overall Performance Rating
	<input type="checkbox"/> Emerging (0,1,2)
	<input type="checkbox"/> Developing (3,4)
Teacher Comments:	<input type="checkbox"/> Proficient (5,6)
	<input type="checkbox"/> Distinguished (7)
Date of Observation:	
Principal Comments:	Overall Performance Rating
	<input type="checkbox"/> Emerging (0,1,2)
	<input type="checkbox"/> Developing (3,4)
Teacher Comments:	<input type="checkbox"/> Proficient (5,6)
	<input type="checkbox"/> Distinguished (7)

Teacher's Signature/Date

Observer's Signature/Date

Signatures indicate the document has been reviewed and discussed.

General Observation Feedback Form

Teacher: _____

Date: _____

Indicator #1

Select Standard _____

Select Indicator _____

Indicator #2

Select Standard _____

Select Indicator _____

Indicator #3

Select Standard _____

Select Indicator _____

Comments on Indicators Observed

Teacher Practice Strategies <small>Select those that apply</small>	<u>Student Engagement</u> High Moderate Low Disengaged	<u>Depth of Knowledge</u> Extended Thinking Strategic Thinking Skill Concept Recall	
Lecture			<u>Classroom Structure</u> Evidence of Student Work <input type="checkbox"/> Yes <input type="checkbox"/> No Room Organized <input type="checkbox"/> Yes <input type="checkbox"/> No
Classroom Discussion			<u>Curriculum/Instruction</u> Taught curriculum matches written curriculum <input type="checkbox"/> Yes <input type="checkbox"/> No Objectives & DOK Align <input type="checkbox"/> Yes <input type="checkbox"/> No Accessible Materials <input type="checkbox"/> Yes <input type="checkbox"/> No Clear Learning Targets <input type="checkbox"/> Yes <input type="checkbox"/> No Technology Integrated <input type="checkbox"/> Yes <input type="checkbox"/> No
Cooperative Learning			<u>Learning Assessments Observations</u> <input type="checkbox"/> Question/Answer <input type="checkbox"/> Quiz or Test <input type="checkbox"/> Group Response <input type="checkbox"/> Individual Response <input type="checkbox"/> Conferencing <input type="checkbox"/> Observation <input type="checkbox"/> None
Group Work			<u>Learning Environment</u> <input type="checkbox"/> Conducive to Learning <input type="checkbox"/> Somewhat Conducive <input type="checkbox"/> Not Conducive <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Off Task Behavior <input type="checkbox"/> Lack of Organization
Guided Practice			
Learning Centers			
Hands On/Active Learning			
Presentations			
Question/Answer			
Independent Student Work			
Peer Evaluation			
Advanced/Graphic Organizers			
Nonlinguistic Representations			
Project Based Learning			
Similarities/Differences			
Summarizing/Note Taking			
Comments/Observations on Teacher Practice Strategies			

Overall Comments/ Observations

Teacher's Signature/Date _____

Observer's Signature/Date _____

Signatures indicate the document has been reviewed and discussed.



Summative Evaluation Form

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Teacher Evaluation Summative Report

Academic Year _____ -- _____

Teacher: _____ Subject/Grade Level: _____

Probationary Teacher: _____ Permanent Teacher: _____ School: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Teacher effectively plans for the delivery of the essential content of the discipline <input type="checkbox"/> Subject matter learning activities are meaningful and engaging for students <input type="checkbox"/> Students demonstrate mastery and application of content			
Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Teacher uses theories and student information to design meaningful lessons <input type="checkbox"/> Teacher's instructional strategies use current theories of growth and development <input type="checkbox"/> Students' level of growth and development is the foundation for new learning			
Standard 2 Comments:			
Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Teacher designs lessons aligned with state (Common Core) and district standards <input type="checkbox"/> Teacher facilitates student learning based on state and district standards <input type="checkbox"/> Students master essential learning objectives based on state and district standards			
Standard 3 Comments:			
Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Teacher lesson design and use of instructional resources promotes critical thinking <input type="checkbox"/> Teacher's instructional strategies promote critical thinking and problem-solving <input type="checkbox"/> Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> The rules, routines and structures create an environment conducive to learning <input type="checkbox"/> Teacher's strategies create a positive classroom environment conducive to learning <input type="checkbox"/> Students are self-directed, exhibit positive relationships and are engaged in learning			
Standard 5 Comments:			
Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Non-verbal communication (written/electronic) is effective, correct and appropriate <input type="checkbox"/> Teacher demonstrates correct and appropriate communication <input type="checkbox"/> Students exhibit correct and appropriate communication			
Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Maintains accurate data on each student's progress based on multiple data points <input type="checkbox"/> Teacher effectively collects and uses student data to inform and improve instruction <input type="checkbox"/> Students are knowledgeable of their own progress and plan personal learning goals			
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Maintains a professional growth to document the application of new knowledge and skills <input type="checkbox"/> Teacher engages in professional learning to improve practice and increase student learning <input type="checkbox"/> Teacher follows district policies and procedures regarding ethical practices & responsibilities <input type="checkbox"/> Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			
Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Teacher engages with colleagues to promote the district/school vision, mission and goals <input type="checkbox"/> Teacher works collaboratively regarding improvements in student learning and well-being			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.

**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Growth Opportunities

Academic Year _____ -- _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
	Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4			Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4
	Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6			Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6
	Distinguished (7) <input type="checkbox"/> 7			Distinguished (7) <input type="checkbox"/> 7
#2	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
	Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4			Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4
	Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6			Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6
	Distinguished (7) <input type="checkbox"/> 7			Distinguished (7) <input type="checkbox"/> 7
#3	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
	Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4			Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4
	Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6			Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6
	Distinguished (7) <input type="checkbox"/> 7			Distinguished (7) <input type="checkbox"/> 7



New Teacher Feedback Forms

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Teacher: _____

Subject/Grade Level: _____

Standard 1.1 – Content Knowledge	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Prepares lessons to guide students to a deeper understanding of content <input type="checkbox"/> Planned instruction reflects accuracy of content knowledge	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 2.3 – Theory of Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Planned learning activities are consistent with best-practice <input type="checkbox"/> Lessons are designed based on foundational and current learning theories	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 3.1 – Implementing the Curriculum	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Demonstrates an understanding of district curriculum and assessment <input type="checkbox"/> Designs learning experiences appropriate for district curriculum and assessments	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 4.2 – Instructional Resources	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Lesson design includes the use of instructional resources <input type="checkbox"/> Planned instruction includes appropriate use of technology	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 6.1 – Verbal and Non-Verbal Communication	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Non-verbal communication (written, posted, electronic, etc.) is effective and correct <input type="checkbox"/> Demonstrates effective verbal communication skills	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 8.3 – Professional Responsibilities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Understands school procedures and policies <input type="checkbox"/> Adheres to all current school procedures and district policies as stated in the school's code of conduct	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 9.1 – Induction and Collegial Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Documents support and growth in mentor logs aligned to the state's mentor standards <input type="checkbox"/> Meets regularly with their mentor and fully participates in the district/school induction process	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

1st Year Teacher Practices - August

Academic Year _____ -- _____

Teacher: _____

Subject/Grade Level: _____

Standard 1.2 Engaging in Content	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Identifies and uses engagement strategies <input type="checkbox"/> Students are interested and engaged in the content	0-1-2	3-4	5-6	7
Comments:				
Standard 2.1 Student Development (see also 2.6)	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Designs instruction with a basic understanding of developmental factors <input type="checkbox"/> Assesses student personalities and abilities in order to make instructional decisions based on how students develop	0-1-2	3-4	5-6	7
Comments:				
Standard 5.1 Classroom Management	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Can articulate the relationship between motivation and engagement <input type="checkbox"/> Uses strategies to maintain student interest and promote learning <input type="checkbox"/> Students are generally interested and engaged in their learning	0-1-2	3-4	5-6	7
Comments:				
Standard 5.2 Time, Space, Transitions, and Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Designs routines that support effective management of time, space, transitions and activities <input type="checkbox"/> Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction <input type="checkbox"/> Students are generally engaged and responsive to the teacher's classroom management strategies	0-1-2	3-4	5-6	7
Comments:				
Standard 6.2 Sensitivity to Student Differences (see also 2.6)	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Exhibits understanding and empathy toward student needs and differences <input type="checkbox"/> Displays sensitivity when responding to student needs <input type="checkbox"/> Students perceive that the teacher is sensitive to their needs	0-1-2	3-4	5-6	7
Comments:				
Standard 7.1 Use of Assessments	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Lesson design includes the use of formal & informal assessments <input type="checkbox"/> Demonstrates the use of formal and informal student assessments to address specific learning goals and modifications	0-1-2	3-4	5-6	7
Comments:				
Standard 9.1 – Induction and Collegial Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Documents support and growth in mentor logs <input type="checkbox"/> Meets regularly with a mentor <input type="checkbox"/> Engages in the district/school induction process	0-1-2	3-4	5-6	7
Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 2.2 Student Goals	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Classroom routines and procedures highlight student responsibility <input type="checkbox"/> Students demonstrate basic responsibility based on clear expectations	0-1-2	3-4	5-6	7
Comments:				
Standard 4.1 Critical Thinking Strategies	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking <input type="checkbox"/> Students are engaged in active learning that promotes the development of critical thinking and problem solving skills	0-1-2	3-4	5-6	7
Comments:				
Standard 4.3 Cooperative, Small Group and Independent Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Effectively manages students and learning activities in both individual and collaborative situations <input type="checkbox"/> Students participate in individual and collaborative learning activities	0-1-2	3-4	5-6	7
Comments:				
Standard 5.2 Time, Space, Transitions, and Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Routines and procedures support effective management of time, space, transitions and activities <input type="checkbox"/> Effectively manages time, space, transitions, and activities <input type="checkbox"/> Students are generally engaged and responsive to the teacher's classroom management strategies	0-1-2	3-4	5-6	7
Comments:				
Standard 7.3 Student-Led Assessments	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Orientates students on various formats of assessment <input type="checkbox"/> Connects each assessment format to particular types of knowledge/skills <input type="checkbox"/> Students engage with different assessment to monitor their progress toward learning goals	0-1-2	3-4	5-6	7
Comments:				
Standard 7.5 Communicates Student Progress	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Records are in order, organized and current <input type="checkbox"/> Maintains confidential records of student work and performance <input type="checkbox"/> Uses date and records to communicate student status & progress	0-1-2	3-4	5-6	7
Comments:				
Overall Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 1.5 Diverse Social and Cultural Perspectives	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Reviews lesson plans to identify areas of potential bias</i> <input type="checkbox"/> <i>Demonstrates importance and appreciation of a variety of perspectives</i> <input type="checkbox"/> <i>Student understanding of local and global issues surrounding disciplinary content expands</i>	0-1-2	3-4	5-6	7
Comments:				
Standard 2.4 Differentiated Lesson Design (see also 3.3)	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Designs lessons and activities based on the unique needs of students</i> <input type="checkbox"/> <i>Can articulate important characteristics and needs of students as they apply to learning</i> <input type="checkbox"/> <i>Students appear to exhibit positive rapport with the teacher and are generally motivated to learn</i>	0-1-2	3-4	5-6	7
Comments:				
Standard 3.2 Lessons for Diverse Learners	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance</i> <input type="checkbox"/> <i>Students perceive that their individual learning needs are recognized</i>	0-1-2	3-4	5-6	7
Comments:				
Standard 6.1 Verbal and Non-Verbal Communication	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Non-verbal communication (written, posted, electronic, etc.) is effective and correct</i> <input type="checkbox"/> <i>Demonstrates effective verbal communication</i>	0-1-2	3-4	5-6	7
Comments:				
Standard 7.2 Assessment Data to Improve Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Collects data information and assessment results for instructional planning and decision-making</i> <input type="checkbox"/> <i>Students engage in learning goals that advance mastery of content</i>	0-1-2	3-4	5-6	7
Comments:				
Standard 7.5 Communicates Student Progress	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Maintains confidential current records of student work and performance</i> <input type="checkbox"/> <i>Uses records and data when communicating student status and progress</i>	0-1-2	3-4	5-6	7
Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 2.5 Use of Student’s Prior Experience	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs <input type="checkbox"/> Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 5.2 Time, Space, Transitions, and Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Adjusts routines as needed to support effective management of time, space, transitions and activities <input type="checkbox"/> Use of routines demonstrate the value of managing time, space, transitions, and activities <input type="checkbox"/> Students are engaged and responsive to the teacher’s classroom management strategies	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.4 Effects of Instruction	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Collects information through observation of classroom interactions, higher order questioning, and analysis of student work <input type="checkbox"/> Uses information to adjust class instruction to impact learning	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.6 Collaborative Data Analysis	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Maintains data analysis information <input type="checkbox"/> Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 8.1 Self-Assessment and Improvement	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Professional development plan documents self-assessment and reflection <input type="checkbox"/> Engages in self-assessment and problem-solving to enhance the impact on student learning	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 9.2 Collaborating to Meet Student Needs	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Works collaboratively with colleagues to build relationships <input type="checkbox"/> Begins to understand services and support needs in the school	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher’s Signature

Date

Evaluator’s Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 1.2 Engaging in Content	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Monitors and adjusts engagement strategies to maintain student interest</i> <input type="checkbox"/> <i>Students are interested and engaged in the content</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 2.2 Student Goals	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Use of classroom routines and procedures highlight student responsibility</i> <input type="checkbox"/> <i>Students demonstrate basic responsibility by setting clear personal goals and monitoring progress</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 4.3 Cooperative, Small Group and Independent Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Effectively manages students and learning activities in both individual and collaborative situations</i> <input type="checkbox"/> <i>Students effectively participate in individual & collaborative activities</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.2 Assessment Data to Improve Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Collects data information and assessment results for instructional planning and decision-making</i> <input type="checkbox"/> <i>Students engage in learning goals that advance mastery of content</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.5 Communicating Student Progress	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Student records and information are organized, current and accurate</i> <input type="checkbox"/> <i>Maintains confidential records of student work and performance and uses them when communicating student status and progress</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 2.5 Use of Student’s Prior Experience	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs <input type="checkbox"/> Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.4 Effects of Instruction	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Collects information through observation of classroom interactions, higher order questioning, and analysis of student work <input type="checkbox"/> Reflects on impact of class instruction on learning	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.6 Collaborative Data Analysis	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Maintains and uses data analysis information <input type="checkbox"/> Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 8.1 Self-Assessment and Improvement	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Professional development plan documents self-assessment and reflection strategies used during the year <input type="checkbox"/> Engages in self-assessment and problem-solving to reflect on their overall impact on student learning	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 9.1 Induction & Collegial Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Documents support and growth in mentor logs <input type="checkbox"/> Meets regularly with a mentor to reflect on strengths and growth opportunities for next year	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				
Overall Comments:				

Teacher’s Signature _____ Date _____

Evaluator’s Signature _____ Date _____

Teacher: _____

Subject/Grade Level: _____

Standard 8.1 Self-Assessment and Improvement	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Professional development plan documents self-assessment and reflection strategies used throughout the year <input type="checkbox"/> Engages in self-assessment and problem-solving to begin planning for next year	0-1-2	3-4	5-6	7
Comments:				
Standard 8.2 Professional Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Professional Growth Plan has been developed and documents focus and priority areas drawing on the first year and planning for the second year <input type="checkbox"/> Uses mentor as a source of information and becomes aware of available professional learning resources	0-1-2	3-4	5-6	7
Comments:				
Overall Comments:				

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Teacher: _____

Subject/Grade Level: _____

Standard 1.1 – Content Knowledge	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Prepares to guide students to a deep understanding of content <input type="checkbox"/> Stays current on new content and incorporates it into lesson design	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 1.3 Disciplinary Research and Inquiry Methodologies	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Demonstrates an understanding of research and inquiry methodologies <input type="checkbox"/> Accepted methods of inquiry and research in the content area are included in lesson planning	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 3.1 – Implementing the Curriculum	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Learning experiences are appropriate for district curriculum and assessments <input type="checkbox"/> Lesson plans demonstrate a coherence of learning objectives	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 4.2 – Instructional Resources	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Lesson design includes the use of developmentally appropriate instructional resources <input type="checkbox"/> Planned learning activities include technologies where appropriate	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 9.1 – Induction and Collegial Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Documents support and growth in mentor logs and aligned to the state’s mentor standards <input type="checkbox"/> Meets regularly with the mentor to plan for the second year	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher’s Signature _____ Date _____

Evaluator’s Signature _____ Date _____

Teacher: _____

Subject/Grade Level: _____

Standard 1.2 Engaging in Content	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Plans and uses engagement strategies to maintain student interest <input type="checkbox"/> Delivery of content keeps students interested and engaged	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 1.4 Interdisciplinary Instruction	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Connections are made between various content areas <input type="checkbox"/> Connections are logical and add to overall learning <input type="checkbox"/> Students understand the meaning of inter-disciplinary content connections	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 2.6 Language, Culture, Family, Community Values	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Collects and reviews demographic and biographical data of students <input type="checkbox"/> Modifies instruction and learning activities based on particular student characteristics	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 5.2 Time, Space, Transitions, and Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Class routines and structures support effective management of time, space, transitions and activities <input type="checkbox"/> Students are engaged and responsive to the teacher’s classroom management strategies	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 6.4 Technology and Media Communication Tools	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Plans for and uses technology and media communication tools to enhance the learning process <input type="checkbox"/> Students use technology effectively during instructional activities	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.1 Use of Assessments	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Lesson design includes multiple assessment modes, forms and approaches <input type="checkbox"/> Formal and informal student assessments provide data about student status and progress before, during and after instruction	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher’s Signature

Date

Evaluator’s Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 2.2 Student Goals	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Classroom routines and procedures students setting personal learning goals <input type="checkbox"/> Students demonstrate basic responsibility based on clear expectations	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 4.1 Critical Thinking Strategies	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Monitors student use of critical thinking and problem-solving skills <input type="checkbox"/> Students grow in their use of critical thinking and problem-solving skills	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 4.3 Cooperative, Small Group and Independent Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Effectively manages students and learning activities in both individual and collaborative situations <input type="checkbox"/> Learning configurations are appropriate to content	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.3 Student-Led Assessments	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Orientates students on the various formats of assessments <input type="checkbox"/> Instructs students on how to reflect on their own learning as a result of data from various assessments <input type="checkbox"/> Students reflect on their learning and progress towards personal goals	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.5 Communicates Student Progress	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Current, accurate data is maintained on each student's status and progress <input type="checkbox"/> Communicates clearly and effectively each student's status and progress	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 3.2 Lessons for Diverse Learners	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Lesson activities recognize individual needs of diverse learners <input type="checkbox"/> Lessons address variations in learning styles and performance	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 3.3 Instructional Goals and DI Strategies	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Assesses lesson plans relative to long and short-term goals to accomplish curriculum standards <input type="checkbox"/> Instruction delivered demonstrates differentiation strategies	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 5.3 Classroom, School, Community Culture	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Engages in practices to learn the culture of the school and community <input type="checkbox"/> The classroom learning environment is structured to build positive student relationships and culture	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.2 Assessment Data to Improve Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Collects data information and assessment results for instructional planning and decision-making <input type="checkbox"/> Students engage in learning goals that advance mastery of content	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.5 Communicates Student Progress	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Maintains accurate student data reflecting mastery of learning <input type="checkbox"/> Effectively communicates status and progress of student learning	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				
Overall Comments:				

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Teacher: _____

Subject/Grade Level: _____

Standard 2.5 Use of Student's Prior Experience	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Actively determines individual experiences, intelligences, strengths and needs <input type="checkbox"/> Learning activities highlight and reflect students' individual characteristics, traits and prior experiences	0-1-2	3-4	5-6	7
Comments:				
Standard 7.4 Effects of Instruction	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Collects information through observation of classroom interactions, higher order questioning, and analysis of student work <input type="checkbox"/> Modifies Class instruction to increase impact on learning	0-1-2	3-4	5-6	7
Comments:				
Standard 7.6 Collaborative Data Analysis	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Maintains and uses data analysis information <input type="checkbox"/> Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis of student progress	0-1-2	3-4	5-6	7
Comments:				
Standard 8.1 Self-Assessment and Improvement	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Professional development plan documents self-assessment and reflection strategies <input type="checkbox"/> Engages in self-assessment and problem-solving based on progress students have made during the first half of the year	0-1-2	3-4	5-6	7
Comments:				
Standard 9.3 Cooperative Partnerships Supporting Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being	0-1-2	3-4	5-6	7
Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 1.2 Engaging in Content	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Monitors and adjusts engagement strategies to maintain student interest</i> <input type="checkbox"/> <i>Students are interested and engaged in the content</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 6.3 Speaking, Writing and Other Media	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Classroom activities include, where appropriate, learner expression in speaking, writing, listening and the use of other media</i> <input type="checkbox"/> <i>Students expand their expression in speaking, writing, listening, and other media adhering to district policy</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.2 Assessment Data to Improve Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Collects data information and assessment results for instructional planning and decision-making</i> <input type="checkbox"/> <i>Students engage in learning goals that advance mastery of content</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.5 Communicating Student Progress	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> <i>Student records and information are organized, current and accurate</i> <input type="checkbox"/> <i>Maintains confidential records of student work and performance and uses them when communicating student status and progress</i>	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 7.4 Effects of Instruction	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Collects information through observation of classroom interactions, higher order questioning, and analysis of student work <input type="checkbox"/> Reflects on impact of class instruction on learning	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 7.6 Collaborative Data Analysis	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Maintains and uses data analysis information <input type="checkbox"/> Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 8.1 Self-Assessment and Improvement	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Professional development plan documents self-assessment and reflection strategies used during the year <input type="checkbox"/> Engages in self-assessment and problem-solving to reflect on their overall impact on student learning	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 9.1 Induction & Collegial Activities	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Documents support and growth in mentor logs <input type="checkbox"/> Concludes meeting with a mentor to reflect on strengths and growth opportunities based on the past two years	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher: _____

Subject/Grade Level: _____

Standard 8.1 Self-assessment and Improvement	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Professional development plan documents self-assessment and reflection strategies used throughout the year <input type="checkbox"/> Engages in self-assessment and problem-solving to begin planning for next year	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Standard 8.2 Professional Learning	Emerging	Developing	Proficient	Distinguished
<input type="checkbox"/> Professional Growth Plan documents focus areas drawing on the past year and planning for growth opportunities for next year <input type="checkbox"/> Seeks sources of information and resources to inform growth opportunities for the coming year	0 – 1 – 2	3 – 4	5 – 6	7
Comments:				
Overall Comments:				

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____



Summative for New Teachers

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Teacher: _____ Subject/Grade Level: _____

School: _____

<p>Standard 1: Content Knowledge Aligned with Appropriate Instruction</p>	<p>**Area of Concern</p>	<p>*Growth Opportunity</p>	<p>Meets Expectation</p>
<p><input type="checkbox"/> Teacher effectively plans for the delivery of the essential content of the discipline <input type="checkbox"/> Subject matter learning activities are meaningful and engaging for students <input type="checkbox"/> Students demonstrate mastery and application of content</p>			
<p>Standard 1 Comments:</p>			
<p>Standard 2: Student Learning Growth and Development</p>	<p>**Area of Concern</p>	<p>*Growth Opportunity</p>	<p>Meets Expectation</p>
<p><input type="checkbox"/> Teacher uses theories and student information to design meaningful lessons <input type="checkbox"/> Teacher's instructional strategies use current theories of growth and development <input type="checkbox"/> Students' level of growth and development is the foundation for new learning</p>			
<p>Standard 2 Comments:</p>			
<p>Standard 3: Curriculum Implementation</p>	<p>**Area of Concern</p>	<p>*Growth Opportunity</p>	<p>Meets Expectation</p>
<p><input type="checkbox"/> Teacher designs lessons aligned with state (Common Core) and district standards <input type="checkbox"/> Teacher facilitates student learning based on state and district standards <input type="checkbox"/> Students master essential learning objectives based on state and district standards</p>			
<p>Standard 3 Comments:</p>			
<p>Standard 4: Critical Thinking</p>	<p>**Area of Concern</p>	<p>*Growth Opportunity</p>	<p>Meets Expectation</p>
<p><input type="checkbox"/> Teacher lesson design and use of instructional resources promotes critical thinking <input type="checkbox"/> Teacher's instructional strategies promote critical thinking and problem-solving <input type="checkbox"/> Students demonstrate their ability to think critically and problem-solve</p>			
<p>Standard 4 Comments:</p>			
<p>Standard 5: Positive Classroom Environment</p>	<p>**Area of Concern</p>	<p>*Growth Opportunity</p>	<p>Meets Expectation</p>
<p><input type="checkbox"/> The rules, routines and structures create an environment conducive to learning <input type="checkbox"/> Teacher's strategies create a positive classroom environment conducive to learning <input type="checkbox"/> Students are self-directed, exhibit positive relationships and are engaged in learning</p>			
<p>Standard 5 Comments:</p>			
<p>Standard 6: Effective Communication</p>	<p>**Area of Concern</p>	<p>*Growth Opportunity</p>	<p>Meets Expectation</p>
<p><input type="checkbox"/> Non-verbal communication (written/electronic) is effective, correct and appropriate <input type="checkbox"/> Teacher demonstrates correct and appropriate communication <input type="checkbox"/> Students exhibit correct and appropriate communication</p>			
<p>Standard 6 Comments:</p>			
<p>Standard 7: Student Assessment and Data Analysis</p>	<p>**Area of Concern</p>	<p>*Growth Opportunity</p>	<p>Meets Expectation</p>
<p><input type="checkbox"/> Maintains accurate data on each student's progress based on multiple data points <input type="checkbox"/> Teacher effectively collects and uses student data to inform and improve instruction <input type="checkbox"/> Students are knowledgeable of their own progress and plan personal learning goals</p>			
<p>Standard 7 Comments:</p>			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Maintains a professional growth to document the application of new knowledge and skills			
<input type="checkbox"/> Teacher engages in professional learning to improve practice and increase student learning			
<input type="checkbox"/> Teacher follows district policies and procedures regarding ethical practices & responsibilities			
<input type="checkbox"/> Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			

Standard 8 Comments:

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Teacher engages with colleagues to promote the district/school vision, mission and goals			
<input type="checkbox"/> Teacher works collaboratively regarding improvements in student learning and well-being			

Standard 9 Comments:

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.

**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
1	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
2	Multiple Areas of Concern Or Indicator Ratings 0	1 Area of Concern Or Indicator Rating 1-2	No Areas of Concern And Indicator Ratings 3-4	No Areas of Concern And Indicator Ratings 5-7

_____ is rated as _____ for the _____ - _____ school year.
Teacher's Name *Effectiveness Rating*

Overall Comments:

- Recommend for Re-Employment** **Do Not Recommend for Re-Employment**
- Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
 - Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

Teacher's Signature *Date* *Evaluator's Signature* *Date*

CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION - DAY CUSTODIAN

Fall Formative Spring Summative

Employee:

Date:

Administrator/Supervisor:

Job Goals: To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play and develop. To support an on going custodial training and instructional program.

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Personal Qualifications:

Adaptability – Employee grasps concepts quickly; has ability to learn; understands job.

Relationship with people – Possess the ability to get along with others; good relationships with school and community personnel (including students); good team worker.

Attitude – Shows enthusiasm for work; willing to meet job requirements; readily accepts suggestions; is loyal to job and employer.

Work ethic – Shows initiative; handles responsibilities at work efficiently.

Punctuality and Attendance – Comes to work on time; few absences. (100% = 7 / 95%-100% = 6 / 90% - 95% = 5 / 85% - 90% = 4; 90% - 85% = 3 / 75% - 85% = 2 / Below 75% = 1)

Dependability – Places school interests ahead of personal conveniences; does not waste time; conforms to rules and regulations; does not discuss confidential school matters with others.

Appearance – Dresses appropriately; well-groomed and neat.

Personal Qualifications Average:

0.00

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
General Performance:							
<p>Quality of Work – Accurate, neat and thorough; follows through on details.</p>							
<p>Quantity of Work – Maintains high output; usually does more than expected.</p>							
<p>Knowledge of Methods – Speed and thoroughness in learning procedures; rules and other details; alertness.</p>							
<p>Work Habits – Organizes work; takes good care of equipment; neatness, safety, punctuality.</p>							
<p>Skills – Able to perform the job responsibilities efficiently and effectively.</p>							
<p>Dependability – Degree to which employee can be relied upon to do a job without close supervision.</p>							

Performance Average: 0.00

Specific Performance Responsibilities:

- Unlocks all entrance doors to building and turn on all hallway lights, cleans and prepares office for business.
- Raises the U.S. and/or Missouri flag before the opening of each school day.
- Sets up cafeteria for breakfast and lunch.
- Ensures all entrance doors, except for the one designated entry door, are locked no later than 8:30am.
- Cleans and wet mops cafeteria after lunch and dispose of all trash.
- Dust mops all corridors and mainatin all restrooms.
- Removes snow and ice from all entrance ways.

Moves furniture and equipment as required for various activities.

Demonstrates appropriate safety, handling storage, and marking techniques of all cleaning and sterilizing chemicals.

Replaces light bulbs in classrooms and corridors as needed.

Performs other appropriate duties as assigned.

Specific Performance Responsibilities Average:

Total Average of Personal Qualifications/General Performance/Specific Performance Responsibilities:

Comments Concerning Employee's Strengths

Comments Concerning Employee's Weaknesses:

Employee's Comments:

Evaluator's Comments:

This evaluation has been discussed with me.

Signature of Employee

Date

Signature of Person Making Evaluation

Date

Signature of Person Making Evaluation

Date

CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION - FOOD SERVICE COOK

Fall Formative Spring Summative

Employee:

Date:

Administrator/Supervisor:

Job Goal: To provide quality meals with a variety of healthy food choices for students in a clean, friendly environment.

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Personal Qualifications:

Adaptability – Employee grasps concepts quickly; has ability to learn; understands job.

Relationship with people – Possesses the ability to get along with others; good relationships with school and community personnel (including students); good team worker.

Attitude – Shows enthusiasm for work; willing to meet job requirements; readily accepts suggestions; is loyal to job and employer.

Work ethic – Shows initiative; handles responsibilities at work efficiently.

Punctuality and Attendance – Comes to work on time; few absences. (100% = 7 / 95%-100% = 6 / 90% - 95% = 5 / 85% - 90% = 4; 90% - 85% = 3 / 75% - 85% = 2 / Below 75% = 1)

Dependability – Places school interests ahead of personal conveniences; does not waste time; conforms to rules and regulations; does not discuss confidential school matters with others.

Appearance – Dresses appropriately; well-groomed and neat.

Personal Qualifications Average:

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New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Performance:

Quality of Work – Accurate, neat and thorough; follows through on details.

Quantity of Work – Maintains high output; usually does more than expected.

Knowledge of Methods – Speed and thoroughness in learning procedures; rules and other details; alertness.

Work Habits – Organizes work; takes good care of equipment; neatness, safety, punctuality.

Skills – Able to perform the job responsibilities efficiently and effectively.

Dependability – Degree to which employee can be relied upon to do a job without close supervision.

Performance Average:

Specific Performance Responsibilities:

Shows interest in the job and in the success of the operation.

Performs the duties assigned by the Kitchen Manager in an efficient manner.

Maintains the food service operation in full compliance with county and state health codes.

Makes recommendations to the Kitchen Manager for improvements to the meal programs.

Works efficiently with menus and food production records to produce meals on time. Looks ahead to determine when to defrost items for use in production. Pre-preps each day to ensure the next day's menu items are ready to produce.

Maintains cleanliness of entire kitchen facility. Schedules daily, weekly, and monthly cleaning of floors, ovens, freezers, refrigerators, dish machines, etc. Cleans kitchen equipment, counters, and tables daily.

Properly stores all food and supplies upon delivery.

Practices safety and precaution at all times. Uses equipment with safety guards in place, wipe ups spills right away, reports unsafe conditions to supervisor promptly. Promptly reports injury/accidents to supervisor.

Assists other cooks when work in assigned area is complete.

Reports on time for work. Notifies supervisor of absences before the start of the work day.

Is pleasant, polite, and courteous. Remembers the future success of the program depends on how well the customer is treated.

Performs other appropriate duties as may be assigned including special meal functions.

Specific Performance Responsibilities Average:

Total average of Personal Qualifications/General Performance/Specific Performance Responsibilities:

Comments Concerning Employee's Strengths

Comments Concerning Employee's Weaknesses:

Employee's Comments:

Evaluator's Comments:

This evaluation has been discussed with me.

Signature of Employee

Date

Signature of Person Making Evaluation

Date

Signature of Person Making Evaluation

Date

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CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION - HURRICANE DECK SECRETARY

Fall Formative Spring Summative

Employee:

Date:

Administrator/Supervisor:

Job Goal: To assure the smooth and efficient operation of the school office and to implement administrative policy in an efficient manner, utilizing effective communication skills while working with a variety of school clientele.

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Personal Qualifications:

Adaptability – Employee grasps concepts quickly; has ability to learn; understands job.

Relationship with people – Possesses the ability to get along with others; good relationships with school and community personnel (including students); good team worker.

Attitude – Shows enthusiasm for work; willing to meet job requirements; readily accepts suggestions; is loyal to job and employer.

Work ethic – Shows initiative; handles responsibilities at work efficiently.

Punctuality and Attendance – Comes to work on time; few absences. (100% = 7 / 95%-100% = 6 / 90% - 95% = 5 / 85% - 90% = 4; 90% - 85% = 3 / 75% - 85% = 2 / Below 75% = 1)

Dependability – Places school interests ahead of personal conveniences; does not waste time; conforms to rules and regulations; does not discuss confidential school matters with others.

Appearance – Dresses appropriately; well-groomed and neat.

Personal Qualifications Average:

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Performance:

Quality of Work – Accurate, neat and thorough; follows through on details.

Quantity of Work – Maintains high output; usually does more than expected.

Knowledge of Methods – Speed and thoroughness in learning procedures; rules and other details; alertness.

Work Habits – Organizes work; takes good care of equipment; neatness, safety, punctuality.

Skills – Able to perform the job responsibilities efficiently and effectively.

Dependability – Degree to which employee can be relied upon to do a job without close supervision.

Performance Average:

Specific Performance Responsibilities:

Performs clerical tasks as required.

Maintains student records as shall be required.

Maintains accurate attendance records to complete the monthly and yearly ADA reports.

Accurately counts money and makes deposits.

Enrolls students and provides school information.

Maintains student transportation bus route information.

Provides clerical and other assistance to staff members when needed.

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Maintains a monthly record of teacher absences and reports to the designated director or payroll.

Receives and routes all incoming calls and messages in a courteous manner.

Receives students, parents, and others in a courteous manner.

Provides first aid care to students when needed.

Dispenses medicine to students according to established policy and procedure.

Maintains office and health care area in a neat and orderly fashion.

Receives, sorts, and distributes mail and other documents in timely, efficient manner.

Orders and maintains supplies as needed for the office.

Maintains the inventory of equipment information as required by the district.

Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of teachers.

Assists in processing free and reduced lunch applications as part of the enrollment process.

Performs other appropriate duties as assigned.

Specific Performance Responsibilities Average:

Total average of Personal Qualifications/General Performance/Specific Performance Responsibilities:

Comments Concerning Employee's Strengths

Comments Concerning Employee's Weaknesses:

Employee's Comments:

Evaluator's Comments:

This evaluation has been discussed with me.

Signature of Employee

Date

Signature of Person Making Evaluation

Date

Signature of Person Making Evaluation

Date

CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION - SPECIAL EDUCATION PARA-PROFESSIONAL

Fall Formative Spring Summative

Employee:

Date:

Administrator/Supervisor:

Job Goal: To work with teachers and other school personnel in providing educational support for students with disabilities as determined by Individual Education Programs (IEPs).

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Personal Qualifications:

Adaptability – Employee grasps concepts quickly; has ability to learn; understands job.

Relationship with people – Possesses the ability to get along with others; good relationships with school and community personnel (including students); good team worker.

Attitude – Shows enthusiasm for work; willing to meet job requirements; readily accepts suggestions; is loyal to job and employer.

Work ethic – Shows initiative; handles responsibilities at work efficiently.

Punctuality and Attendance – Comes to work on time; few absences. (100% = 7 / 95%-100% = 6 / 90% - 95% = 5 / 85% - 90% = 4; 90% - 85% = 3 / 75% - 85% = 2 / Below 75% = 1)

Dependability – Places school interests ahead of personal conveniences; does not waste time; conforms to rules and regulations; does not discuss confidential school matters with others.

Appearance – Dresses appropriately; well-groomed and neat.

Personal Qualifications Average:

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Performance:

Quality of Work – Accurate, neat and thorough; follows through on details.

Quantity of Work – Maintains high output; usually does more than expected.

Knowledge of Methods – Speed and thoroughness in learning procedures; rules and other details; alertness.

Work Habits – Organizes work; takes good care of equipment; neatness, safety, punctuality.

Skills – Able to perform the job responsibilities efficiently and effectively.

Dependability – Degree to which employee can be relied upon to do a job without close supervision.

Performance Average:

Specific Performance Responsibilities:

Demonstrates sensitivity to the diversity of individuals and families.

Provides personal care assistance to students, as directed, such as toileting, feeding, and cleaning, as needed and includes toilet training, supervision, and changing of diapers/clothing as needed.

Uses strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.

Assists in adapting instructional strategies and materials as directed.

Uses strategies as directed to facilitate effective integration into various settings.

Uses appropriate language levels, such as shorter sentences, etc. to interact with different language levels of students.

Uses strategies as directed to increase the individual's independence and confidence.

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
<p>Establishes and maintains rapport with learners.</p> <p>Uses universal precautions and assists in maintaining a safe, healthy learning environment.</p> <p>Uses strategies for managing behavior as directed.</p> <p>Uses strategies as directed, in a variety of settings, to assist in the development of social skills.</p> <p>Follows written plans, seeks clarification as needed.</p> <p>Prepares and organizes materials to support teaching and learning as directed.</p> <p>Demonstrates basic data collection techniques as directed.</p> <p>Demonstrates a high level of engagement with students by participating in activities that includes lifting, sitting for extended periods of time on the floor, and participates in motor activities with students.</p> <p>Assists with the implementation of accommodations through the administration of state and district-wide assessments.</p> <p>Performs responsibilities as directed in a manner consistent with laws and policies.</p> <p>Acts as a role model for students.</p> <p>Demonstrates commitment to assisting learners in achieving their highest potential.</p> <p>Demonstrates the ability to separate personal issues from one's responsibilities as a para-professional.</p> <p>Demonstrates proficiency in academic skills, including oral and written communication.</p>							

New 1	Emerging 2	Developing 3	Progressing 4	Meets Expectations 5	Above Expectations 6	Outstanding 7	Performance Level 1-2-3-4-5-6-7
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Assists in collecting and providing objective, accurate information to supervising teachers.

Performs other appropriate duties as assigned.

Specific Performance Responsibilities Average:

Total average of Personal Qualifications/General Performance/Specific Performance Responsibilities:

Comments Concerning Employee's Strengths

Comments Concerning Employee's Weaknesses:

Employee's Comments:

Evaluator's Comments:

This evaluation has been discussed with me.

Signature of Employee

Date

Signature of Person Making Evaluation

Date

Signature of Person Making Evaluation

Date