

CREVE COEUR DISTRICT #76 STAFF EVALUATION PLAN

Representatives of the District Bargaining Unit were involved in the development of the District evaluation process, as per the *Teacher Evaluation Reform Act of 2010*

X _____

Bargaining Unit Representative

X _____

Superintendent

X _____

Bargaining Unit Representative

X _____

President, Board of Education

Association's Committee:

Mike Lewellyn

Linda McEndollar

Administration's Committee:

(2011-2012)

Jeanne Davis

Brad Bennett

Brad Jockisch

(2014-2016)

Shayne Aldridge

Michael McCormick

Brad Jockisch

(Present)

Steve Johnson

Kayla Woods

Jake Yocum

LIST OF DISTRICT EVALUATORS

Creve Coeur School District 76

Tazewell County – Regional Office of Education #53

Name of Evaluators

1. Steve Johnson Superintendent
2. Kayla Woods LaSalle Elementary School Principal
3. Jake Yocum Parkview School Principal
4. Jason Thompson Parkview School Assistant Principal

PHILOSOPHY OF EDUCATION

The philosophy of Creve Coeur School District 76 is dedicated to fostering the development of the individual in a democratic society. Students are entitled to think and learn while developing an awareness of their responsibilities. Creve Coeur School District 76 will assist students in formulating a healthy self-image and an awareness of their varied potentials. Our school is also sensitive to individual differences and the academic capabilities of its students. The structuring of diversified programs and co-curricular activities makes possible the moral, physical, social, emotional, and academic development of the person. These programs and activities are designed to prepare the students for a changing society. Members of the community are encouraged to assist the school in meeting these goals.

The following objectives clarify our philosophy:

- 1) To develop skills necessary in order to function independently in daily life, opportunities will be provided for the students to:
 - a. Think constructively, critically, and creatively
 - b. Communicate effectively, critically, and creatively
 - c. Maintain standards for healthy living habits
 - d. Acquire self-reliance, self-esteem, and self-discipline

- 2) To foster the development of the individual, opportunities will be provided for the students through:
 - a. Required courses
 - b. Co-curriculum activities and organizations
 - c. Student government
 - d. Guidance services

- 3) To encourage social awareness, opportunities will be provided for the students to:
 - a. Develop an understanding of social, moral, and civic responsibilities
 - b. Develop an interest and participation in social and political groups
 - c. Develop values and democratic ideals that reflect respect, pride, and loyalty toward our school, city, and country
 - d. Develop healthy, caring inter-personal relationships

STATEMENT OF PHILOSOPHY FOR STAFF EVALUATION

A qualified and properly certified staff, dedicated to providing the best educational service to the community, is the most essential element in the successful operation of the District. The Board of Education desires to secure and retain such a staff, and believes that a well-defined and uniformly administered evaluation process is the best means of assuring excellence in the classroom.

The primary purpose of evaluations is to improve instruction and support the learning process to positively impact student achievement. The district believes each member of the faculty is capable of attaining excellence. The process of evaluation is designed to foster that belief and attain that goal.

Each evaluator shall be properly trained and skilled in recognizing and encouraging excellence. Faculty members' performance will be determined through their pursuit of excellence as per Charlotte Danielson's Four Domains: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. Evaluators shall be engaged in continuous professional development activities so that they have an understanding of best practices to assist teachers in the attainment of excellence.

Each person is a unique individual; hence, evaluators are encouraged to recognize individual differences and to use an approach that provides maximum opportunity for improvement and growth. The approach to evaluation is based on the assessment of the teachers' effectiveness in their subject area and the student population in each class.

DEFINITION OF TERMS

In staff evaluation, it is important to understand specific terminology associated with the process. The following list is included to help ensure uniform interpretation of the staff evaluation process outlined in this document.

Artifacts: Artifacts are documentary products of human workmanship. Examples of artifacts are written, visual, or physical materials, which demonstrate a teacher's or student's accomplishments or abilities (Merriam, 1998).

Assessment of Teaching: Assessment of teaching refers to an assessment process that communicates to both the teaching professional and public a vision of teaching as a collegial enterprise involving complex decision-making (Bartz-Snowden, 1993).

Attendance Rate: The percentage of attendance for the previous 180 school days spanning across one or more school years.

Classroom Observations (informal and formal): Periodic, short, drop-in visits to classrooms throughout the year would be considered informal observations of a teacher. In an informal observation, the evaluator makes an initial scan of the learning process at work. More formalized observations require pre- and post-conferencing, detailed scripting of the lesson activities, observation analysis, reflection, and comprehensive reporting.

Communities of Commitment: Communities of commitment are formed when the change process becomes less cumbersome and more rewarding. By creating an environment in which change is more likely to happen, this educational system becomes a model for professional growth.

Data: Data is a collection of information obtained from observations (inside and outside the classroom setting) of teaching techniques, teaching artifacts, planning information, and other performance evidence used to show professional growth and improved student achievement.

Effective Communication: Effective communication keeps members of an organization more informed and engaged. Consequently, it gives both individuals and the organization as a whole the ability to make changes while holding on to a specific identity or sense of belonging (Bolman & Deal, 2003).

Effective Teaching: An effective teacher is one who demonstrates knowledge of curriculum, provides instruction in a variety of approaches to varied students, and measures increased capacity for learning (Clark, 1993; Sullivan, 2001).

Formative Evaluation: Formative evaluation is a process of professional conversations taking place in a culture that supports honest and substantive feedback for teachers. It is designed to help them improve on an ongoing basis. This

system provides feedback of information that encourages teachers' professional growth and may suggest strategies for improvement prior to a final summative evaluation.

Formative Process: What often passes for formative assessment are cursory examinations of work completed without the benefit of informed judgments, feedback, or structured reflection (Danielson & McGreal, 2000).

Framework for Teaching: The framework for teaching is a framework comprised of four comprehensive domains: 1) planning and preparation, 2) classroom environment, 3) instruction, and 4) professional responsibilities. Broken down into tasks and subtasks, it literally encompasses most, if not all, the areas in which a school system might be held accountable (Danielson, 2007).

Framework of Learning: "...to engage people in the processes that create the conditions for learning and a common ground about teaching and learning. Schooling must be organized and led in such a way that these learning processes provide direction and momentum to human and educational development" (Lambert, 2002).

Highly Qualified Teacher: In order for teachers to be deemed highly qualified, they must have full state certification, pass a state licensing exam, or meet the requirements of the state's public charter school law (Bjork & Kowalski, 2005). According to NCLB, to be "highly qualified," teachers must meet three criteria. They must hold at least a bachelors degree, be fully certified or licensed (including certification obtained through alternate routes), and demonstrate content knowledge in the subject area being taught (Public Law 107-110).

Organizational Change: Organizational change is a process requiring the leader's full attention and commitment. "Twenty-first century leaders, in order to survive and thrive, need to understand change and the change process to further the aims of an organization" (Calabrese, 2002).

Package Evaluation: Package evaluation is an evaluation process that combines both traditional and portfolio-based evaluations.

Performance-Based Evaluation: With this type of assessment, reliability focuses on consistency and stability of the instrument. A performance-based process will lend itself to consequential validity to the extent to which an assessment instrument promotes the intended consequences (Cohen & Spencer, 2007; Lin & Baker, 1996).

Portfolio-Based Evaluation: In this process, professional learning is enhanced through teachers themselves playing a larger role in the evaluation process. "An approach that is designed to promote reflection and analysis as well as demonstrate professional growth. Portfolios are generally a collection of artifacts that represent growth in thinking, planning, delivering, and assessing teachers" (Robbins & Alvy, 1995).

Professional Development: “The purpose of professional development programs varies widely in context and format; however, they generally share the common goal to alter professional practices, beliefs, and understanding of schools personnel toward an articulated end...that end is the improvement of student learning” (Griffin, 1986).

Professional Growth Plan (Goal Setting): The PGP is the process of promoting the idea of personal and professional growth and setting positive examples for students as to the importance of being life-long learners. To achieve this goal, staff will be asked to reflect on instructional development and professional goals they set for themselves. The purpose of this plan is for staff members to identify an area of professional growth (i.e. curriculum, assessment, instruction) for improving student achievement or for developing a better understanding of the teaching and learning process. This plan will be jointly determined and analyzed by the teacher, evaluator, peer coach, and/or mentor. This type of collaboration will most likely result in the desired improvement and enable teachers to further strengthen their skills (Danielson, 2007).

Professional Learning Community: The professional learning community model focuses on best practices in the areas of mission development, vision, values and goals, curriculum development, teacher preparation, school leadership, professional development programs, school-parent relationships, and assessment practices (Dufour & Eakers, 1998).

Re-Cultured Schools: Re-culturing occurs when educators value individualism and unique personal talents and encourage cooperation over competitiveness (Furman & Starratt, 2002).

Reflective Practice: This process is a guide for teachers toward the creation of their own goals for continued professional development and improvement of their teaching skills and abilities. Reflective practice is accomplished when professionals think about where they are and where they want to go in their careers.

Self-Assessment: Self-assessment is a part of the teacher evaluation process that involves compiling a portfolio of artifacts representative of skills and demonstrated knowledge, which affords a mutual opportunity for on-going self-assessment (Riggs & Sandlin, 2000).

Staff Development: Staff development programs are a systematic attempt to bring about change: change in the classroom practices of teachers, change in their beliefs and attitudes, and change in the learning outcomes of students (Guskey, 1986).

Student Assessment Data: This data guides schools and teacher learning and links them to changes in practice. The use of student assessment data can inform research on the impact of teacher evaluation reform, confirm anecdotal reports of success, and explore unintended consequences by giving researchers an authentic means of measurement (Darling-Hammond, 1997).

Summative Evaluation: Summative evaluation is an evaluation of summary used in decision making for future employment. The focus of summative evaluation is on the rating, ranking, and making decisions about the adequacy of teachers' performance as they carry out their professional responsibilities (Danielson and McGreal, 2000).

Summative Process: The summative process is the practice of using artifacts to encourage dialogue between the teacher and the evaluator. This part of the process is designed to be more collegial and collaborative and usually takes place at the conclusion of the evaluation cycle (Danielson & McGreal, 2000).

Teacher Evaluation: The teacher evaluation process is a means of assessing a teacher's performance and progress in the classroom. Teacher evaluations are directives used in making decisions related to hiring, promoting, and firing. Another purpose of evaluations is to encourage professional growth in teachers. The goal of this process is to help the professional focus on teacher thinking, decision making, and execution (Mid-Illini, 1999).

Teacher Evaluation Process: This necessary procedure is implemented to evaluate teachers. "Each school district to which this Article applies shall establish a teacher evaluation plan which ensures that each teacher in contractual continued service is evaluated at least once in the course of every two school years, beginning with the 1986-87 school year...The plan will include a description of each teacher's duties and responsibilities and of the standards to which that teacher is expected to perform..." (105 ILCS 5/24A-5).

Teacher Observations: Observations are teachers' opportunities during the evaluation process to demonstrate to the observer (i.e. administrator) that they can perform certain pre-established competencies, such as presentation and classroom management (Clark, 1993).

- Ratings:
 - **EXCELLENT (3.5-4.0)** – Master teachers make contributions inside and outside of their classrooms. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All common themes or components are manifested, as appropriate, in the classroom of a teacher performing at an excellent rating (Danielson, 2007). In addition, no areas of weakness exist that require intervention by an administrator, and there are clear indicators of student growth for all learners.
 - **PROFICIENT (2.5-3.49)**– The teacher performing at a proficient level clearly understands the concepts underlying the component and implements them well. Capable teachers will regard themselves and be regarded by others as performing at this level. These teachers thoroughly know their content, know their students, know the curriculum, and have a broad repertoire of strategies and activities to use with students;

further, they can move easily to Plan B if necessary. For proficient teachers, many of the routines of teaching have become automatic, and they have a complete understanding of classroom dynamics. Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice. Lastly, these teachers can also serve as resources to one another as they participate in a professional community.

- **NEEDS IMPROVEMENT (1.5-2.49)** – Teachers performing at this level appear to understand the concepts underlying the component and attempt to implement its elements, but implementation is random, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area. Performance at this level is characteristic of a teacher new to the profession – for whom virtually everything they do, almost by definition, is being done for the first time. This level of teaching is generally considered minimally competent for teachers early in their career; improvement is likely to occur with experience, and no actual harm is being done to students. At this level of teaching, enhancement of skills is important, and a mentor or coaching program will ensure that improvement occurs in a supportive environment.

*** If any tenured teacher is rated “Needs Improvement,” the evaluator must create a professional development plan. The plan must be directed to the area of needed improvement and describe any support the district will provide to address the area of needed improvement (105 ILCS 5/24A-5).*

- **UNSATISFACTORY (0.5-1.49)** – The teacher performing at this level does not yet appear to understand the concepts underlying the components. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area (Danielson, 2007). Available, relevant data and documented observations reveal significant deficiencies in specific job performance areas, requiring intervention by an administrator. Continued performance at this level has a negative effect on students and on the school environment. At this level of performance, there are clear indicators that few, if any, students are growing academically.

*** If any teacher is rated “Unsatisfactory,” the evaluator must complete a remediation plan designed to correct any deficiencies cited in his or her evaluation, provided the deficiencies are remediable (P.A. 96-0861 (SB 0315), 2010).*

STAFF MEMBER PERFORMANCE EVALUATION PROCEDURES

Purpose and Use

Formal evaluation gives the employer the opportunity to assess and evaluate the professional performance of the staff member. The primary purpose of evaluation is to improve instruction and support the learning process to positively impact student achievement.

I. Evaluation Cycle

The evaluation procedures listed below are designed as baseline requirements.

- a. Jointly, with representatives of the teachers' union, the administration will present and discuss the evaluation process to the staff.
- b. The evaluator shall provide the evaluatee with formal, written evaluation procedures and instruments, which will be used.
- c. The non-tenured staff members will receive a summative evaluation once annually with two formal observations sixty (60) calendar days prior to the end of the school year. Tenured faculty members will receive a summative evaluation once every two years. Part-time faculty members will follow the same evaluation process as the non-tenured teachers.
- d. The evaluator may conduct additional formal or informal observations as needed. An informal observation may be held during a non-cycle year for tenured staff.
- e. Formal observations will be announced. Informal observations will be used in completing the faculty member's summative evaluation.
- f. Information resulting from formal observations will be used in completing the faculty member's summative evaluations.

II. General Procedures

- a. The evaluator must observe a majority of one instructional period during a formal observation.
- b. At least 2 informal observations will be made during one evaluation period. Informal observations (which need not last a majority of the lesson period) may be made at the evaluator's discretion. The teacher will be presented with a written statement if information from the informal evaluation becomes part of the summative evaluation.
- c. Formal observations and evaluations may occur more often than the minimums listed, if the evaluator sees a need for additional formal observations. These formal observations shall be discussed and scheduled with the faculty member.
- d. The evaluator shall provide to the staff member a written report, usually within ten school days following a formal observation.
- e. When a staff member is in a cycle year, pre- and post-observation conferences will be held for each formal observation. Post-observation conferences shall be held within ten school days following the formal observation.
- f. After the evaluation forms have been discussed, they shall be signed and dated within five days by both parties. Each shall have a copy. The faculty member's signature does not necessarily indicate agreement with the information but, rather, signifies awareness of the content.
- g. If staff members disagree with the formative or summative evaluation, they may submit to the evaluator a written response within thirty calendar days of the conference.
- h. Every staff member shall develop a professional growth plan annually.
- i. The summative evaluation shall be placed in the employee's personnel file.
- j. A copy of each written formal observation and the summative evaluation shall be offered to the staff member.

III. Remediation Procedures: In accordance with Article 24A-5 of the Illinois School Code

Tenured staff members receiving two or more ratings of unsatisfactory on the summative evaluation rubric shall be subject to the following procedures for a remediation year, providing the deficiencies are remediable by the school district:

- 1) Within 30 days after the appointment of a consulting teacher, the district shall develop and commence a written remediation plan designed to correct the deficiencies cited. Participants in the remediation plan shall include the faculty member rated unsatisfactory, the “consulting teacher” (as defined by this document), the evaluator and/or administrators, and any other person(s) mutually agreed upon by the district and the Association to assist in the remediation process.
- 2) The consulting teacher shall be selected in the following way by the participating administrator(s) or evaluator(s):
 - a. the district 76 faculty member bargaining agent may, if it so chooses, supply a roster of qualified faculty members from whom the consulting teacher may be selected;
 - b. that roster shall contain the names of at least five faculty members who meet the criteria for each consulting teacher assignment or the names of all such teachers if the number is less than five. In order to choose the consulting teacher, a striking process will be utilized;
 - c. if no actual faculty member who meets the criteria is available within District 76, or if the faculty member bargaining agent chooses not to nominate consulting teachers, the district shall request such an individual from the state board of education;
 - d. in the even of a dispute as to qualifications of the consulting teacher, the State Board of Education shall determine qualifications.
- 3) The District 76 consulting teacher shall meet the following qualifications:
 - a. is an educational employee as defined in the Educational Labor Relations Act (Chap. 48, sec 1701 ff., The Illinois Revised Statutes);
 - b. has at least five years teaching experience, the last three of which has been in District 76;
 - c. is reasonably familiar with the assignment of the faculty member being remediated; and
 - d. received all excellent ratings on his most recent evaluation.
- 4) The role of the consulting teacher shall be to:
 - a. advise the faculty member under remediation as to how to improve those areas that have been identified in the evaluation and to successfully complete the remediation plan;
 - b. carefully avoid any activities or behaviors that might be construed as evaluative of the faculty member;
 - c. attend the meeting to discuss the draft remediation plan.
- 5) Remediation procedures shall include:
 - a. the preparation by District 76 in cooperation with the consulting teacher of a written remediation plan designed to correct the deficiencies cited in the prior evaluation(s);
 - b. at least quarterly evaluations and ratings of the faculty member’s performance for one calendar year following the commencement of the plan;
 - c. the sole responsibilities for the evaluation decisions rest on the qualified administrator(s) participating in the remediation plan, unless an applicable collective bargaining agreement provides otherwise; and
 - d. at the conclusion of the remediation plan, the faculty member who completes the one-year remediation plan with no unsatisfactory ratings shall be reinstated to the biennial evaluation schedule, and the faculty member who fails to complete the remediation plan in accordance with Sec. 24-12, The Illinois School Code*. A copy of each evaluation report shall be given to the faculty member, and a copy shall be placed in the faculty member’s personnel file.

TEACHER JOB DESCRIPTION

Performance Expectations

I. Attendance

- a. Meets and instructs assigned classes in the location and at the time scheduled unless other arrangements have been made with administration
- b. Complies with school regulations and policies concerning teacher attendance, reporting absences, and requesting leaves of absence
- c. Is punctual to job assignments and meetings
- d. Has easily accessible lesson plans and substitute file prepared in case of an absence

II. Classroom Management

- a. Rules
 - i. Develops reasonable written rules of classroom behavior that are consistent with the school handbook rules and communicates these rules to students
 - ii. Maintains classroom rules fairly and consistently
- b. Self-Esteem/Achievement
 - i. Monitors students while working to ensure time-on-task
 - ii. Organizes the physical classroom setting for effective learning
 - iii. Encourages students to respect themselves and others
 - iv. Promotes active participation in classroom activities
 - v. Maintains a classroom environment that is conducive to learning
 - vi. Encourages students to work cooperatively
 - vii. Praises students appropriately to build self-esteem
- c. Crisis Management
 - i. Handles emergencies and unexpected problems with minimal classroom disruption
 - ii. Responds sensitively and appropriately to students' physical and emotional needs
 - iii. Follows crisis management guidelines and procedures for classroom and school-wide emergencies

III. Classroom and School Atmosphere

- a. Teacher-Student Relationships
 - i. Motivates and encourages students toward positive behaviors and attitudes
 - ii. Treats students with respect
 - iii. Sets attainable goals for students in the areas of discipline and academics per curriculum guidelines and school behavior expectations
- b. Teacher-Colleague Relationships
 - i. Works cooperatively with other staff members and administrators
 - ii. Treats colleagues with respect

IV. Instructional Process

- a. Planning
 - i. Plans instruction based on departmental curriculums and state/common core learning standards
 - ii. Prepares lesson plans for assigned classes, which consist of objectives, procedures, assignments, and assessments. Lesson plans are prepared in advance for the current week.
- b. Instructing
 - i. Uses a variety of teaching strategies which are effective in achieving lesson objectives and provides opportunities for re-teaching if needed

- ii. Differentiates instruction when necessary so that subject matter is presented at the students' ability levels and learning styles
 - iii. Uses a variety of instructional techniques such as questioning, lecturing, modeling, demonstrating, and class discussion to promote learning
 - iv. Provides a variety of experiences which stimulate student involvement, challenge their abilities, and encourage learning beyond assigned activities
 - v. Provides each student with a significant learning experience based on a student's abilities
 - vi. Demonstrates knowledge of subject matter through well-planned lesson plans that promote higher-order thinking
- c. Assessment
- i. Student achievement is evaluated on a regular basis using a variety of different types of assessments
 - ii. Provides students with timely and formative feedback to improve performance
 - iii. Keeps electronic grade book current so that students can track their progress

V. Professional Responsibilities

- a. Takes necessary and reasonable precautions to protect students, equipment, materials, and facilities
- b. Maintains appropriate and constructive communication with parents about their child's progress academically and behaviorally
- c. Maintains accurate, complete, and current records as required by law, district policy, and administrative requirements
- d. Makes provisions under reasonable terms to be available to students and parents outside of the instructional day when required or requested to do so.
- e. Maintains and improves professional competence through continued, documentable professional development activities, such as coursework, workshops, conferences, professional groups, goal setting, etc.
- f. Attends required staff meetings and serves on school committees as requested
- g. Complies with administrative procedures (i.e. – weekly grade reports, budget requests, curriculum revisions, etc.)
- h. Complies with school procedures and all board policies
- i. Accepts non-instructional responsibilities as related to school, such as club sponsorships, supervision of events, hallway/restroom/lunchroom supervision, as requested

PROFESSIONAL GROWTH PLAN

Creve School District 76

Name:

Position:

Academic Year:

Rationale:

The purpose of this plan is for each professional to identify areas each educator would like to work on to increase their understanding in curriculum, assessment, instruction, or other classroom-related goals for improving student achievement. In addition, each professional is asked to set professional activity goals for improved classroom practice and enhanced student learning.

Process:

- At the beginning of each school year, each teacher will meet with their department to establish one Instructional Development Goal and one Professional Activity Goal.
- Lead Teachers distribute and collect the Professional Growth Plans. The plans will remain within each department.

PROFESSIONAL GROWTH PLAN

Creve Coeur School District 76

Name:

Academic Year:

Position:

Lead Teacher:

Instructional Activity Goal:

Action Plan:

Activity	Timeline	Resources Needed
1.		
2.		
3.		

Professional Activity Goal:

Action Plan:

Activity	Timeline	Resources Needed
1.		
2.		
3.		

Teacher Signature

Date

Pre-Observation Conference Checklist

Please bring the following items to your scheduled pre-observation conference. At the conference, your evaluator will review the information provided.

Teacher: _____

Evaluator: _____

Conference Date: ____/____/____

Conference Time: _____

Item	Included	Not Included
Pre-Observation Form		
The Daily Lesson Plan for the day of the observation <ul style="list-style-type: none"> • Common Core and/or applicable State or National Standards (the number/how it reads) • Goal/Objective for lesson • Methods/Activities • Assessment Tool • Reflection 		
Seating Chart		
Unit Plan (5 days of complete lessons to show scope and sequence of unit)		
Assessment tool for the observational days lesson		
Ancillary (i.e. worksheets, etc.) materials for the Lesson		
A list of any students with a special need or accommodation		
Substitute File: <ol style="list-style-type: none"> 1. Seating Chart 2. Individual classroom management plan and specific student discipline restrictions/or other educational considerations 3. Student medical alerts/concerns 4. Name and room number of another teacher near your room that can assist a substitute 5. Alternate lesson plan if a substitute teacher cannot implement the lesson plan 6. Location of materials and equipment the substitute will need 7. Crisis Management Protocols 		

Pre-Observation Conference Talking Points

1. How do you effectively deal with discipline within your classroom?
2. What do you see as your role/responsibility/duty to Creve Coeur District 76 as a whole?
3. How will you actively engage every student in the lesson? How will instruction be differentiated to facilitate each student's learning?
4. What are the instructional goals for this lesson? How is this lesson aligned with the district and state curriculum standards?
5. What do you do to establish and maintain effective relationships with students?
6. How do you know when it is necessary to differentiate and/or make accommodations for students? How do you develop and implement those?
7. What classroom activities will be used that will allow the evaluator to assess the knowledge of the teacher's content?
8. What outcomes do you expect from the students during/after this lesson?

Summative Performance Definitions

Excellent

- Performance is clearly effective.
- A high level of expertise is demonstrated.
- Self-direction is evident.
- A strong positive impact on students and the school environment is apparent.
- Best teaching practices based on current research are demonstrated.

Proficient

- Performance is competent, dependable, and effective.
- The district's expected level of performance is demonstrated.
- A positive impact on students and the school environment is apparent.

Needs Improvement

- Performance is competent, dependable, and effective.
- The district's expected level of performance is demonstrated.
- A positive impact on students and the school environment is apparent.

Unsatisfactory*

- Minimum performance standards and/or requirements of the district are not met.
- Documented performance consistently exhibits significant weakness.
- Continued performance at this level would have a negative impact upon students and upon the school environment.

*Comprehensive documentation exists to support this rating.

Summative scores for each domain shall be determined by averaging the scores for each component of that domain (Excellent = 4, Proficient = 3, Needs Improvement = 2, Unsatisfactory = 1). In the event that the average for a domain ends in X.50 or above, the score shall be rounded up to the higher number. In the event that the average ends in a decimal less than X.50, the score shall be rounded down.

This same procedure shall be used with the four domain scores to determine the overall summative rating for the evaluation.

Creve Coeur District 76 Evaluation Instrument

Teacher's Name:

Teaching Assignment:

Total Years in District:

Total Years of Teaching:

School Year:

Record of Attendance (% of days absent):

Days present:

Days absent:

Evaluator's Name/Title:

Date of Summative Evaluation:

Domain 1: Planning and Preparation	Unsatisfactory* 1	Needs Improvement 2	Proficient 3	Excellent 4
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources				
1e. Designing Coherent Instruction				
1f. Designing Student Assessments				
Domain Totals				

*Documentation, provided by either the evaluator or the teacher, must be provided to support this performance level.

General Description of Performance:

Areas of Strength:

Recommendations for Improved Practice:

Domain 2: Classroom Environment	Unsatisfactory* 1	Needs Improvement 2	Proficient 3	Excellent 4
2a. Creating an Environment of Respect and Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				
Domain Totals				

*Documentation, provided by either the evaluator or the teacher, must be provided to support this performance level.

General Description of Performance:

Areas of Strength:

Recommendations for Improved Practice:

Domain 3: Instruction	Unsatisfactory* 1	Needs Improvement 2	Proficient 3	Excellent 4
3a. Communicating with Students				
3b. Using Questioning and Discussion Techniques				
3c. Engaging Students in Learning				
3d. Using Assessment in Instruction				
3e. Demonstrating Flexibility and Responsiveness				
Domain Totals				

*Documentation, provided by either the evaluator or the teacher, must be provided to support this performance level.

General Description of Performance:

Areas of Strength:

Recommendations for Improved Practice:

Domain 4: Professional Responsibilities	Unsatisfactory* 1	Needs Improvement 2	Proficient 3	Excellent 4
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Participating in a Professional Community				
4e. Growing and Developing Professionally				
4f. Showing Professionalism				
Domain Totals				

*Documentation, provided by either the evaluator or the teacher, must be provided to support this performance level.

General Description of Performance:

Areas of Strength:

Recommendations for Improved Practice:



SUMMATIVE PROFESSIONAL PRACTICE RATING	Unsatisfactory* 1	Needs Improvement 2	Proficient 3	Excellent 4
Planning & Preparation				
Classroom Environment				
Instruction				
Professional Responsibilities				
Overall Totals				

*Comprehensive documentation exists to support this rating.

General Description of Overall Performance:

Summative Evaluation Rating

At the end of the evaluation cycle, the student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. The teacher's student growth rating represents thirty percent (30%) of the teacher's summative evaluation rating. The thirty percent (30%) student growth rating is comprised of fifteen percent (15%) for the teacher's school building Mathematics MAP score and fifteen percent (15%) for the teacher's school building Reading MAP score. Student growth will be determined by the total percentage of students achieving their projected growth targets. The percentage of students achieving their projected growth targets will be based on every student in the entire school building who participated in BOTH the Fall and Spring MAP assessments of Reading and Mathematics no matter their attendance record. The growth will be measured between the Fall and Spring tests for all teachers, except those evaluated during the 2015-2016 school year, and those in their first year of the evaluation process, who will be measured from Fall to Winter. Evaluators will gather and analyze all evidence regarding professional performance prior to the end of the evaluation cycle. Evaluators will provide specific, meaningful, and written feedback on performance following formal observations. Evaluators will discuss the summative evaluations with the teacher during the Summative Conference. The teacher will receive a copy of his or her final summative evaluation report in writing.

The Summative Performance Evaluation Rating will be calculated using the following formula:

The Student Growth Rating is determined by the Building-wide MAP Mathematics Score (15%) + the Building-wide MAP Reading Score (15%) = (30%)

Student Growth rating scores for both MAP Reading and MAP Mathematics will be:

Percentage of Students in Building	Numerical Rating
Exceeds Standards $\geq 71\%$	(4)
Meets Standards 51-70%	(3)
Approaching Standards 25-50%	(2)
Below Standards $< 25\%$	(1)

The Summative Performance Evaluation Rating is determined by student growth rating (30%) + professional practice rating (70%)

70%	Professional Practice Rating	$0.7 \times =$	
30%	Student Growth Rating	$0.3 \times =$	
100%	Summative Performance Evaluation Rating		

The table below will be used to determine the Final Summative Performance Evaluation Rating

Summative Performance Evaluation Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 up to 3.49
Needs Improvement	1.5 up to 2.49
Unsatisfactory	Less than 1.5

Final Summative Rating

Final Summative Rating:

Comments:

The signatures below indicate that the contents of this evaluation, including two professional goals, have been discussed between teacher and administrator.

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

(Please attach a completed copy of Professional Goals (Form I) and a copy of the Building-wide NWEA MAP Scores for Mathematics and Reading to the final copy of this evaluation.)

One copy of this evaluation will be given to the teacher and a second copy will be placed in the teacher's personnel file.

Creve Coeur District 76 Evaluation Rubric Instrument with Components for Teachers

Domain 1: Planning and Preparation

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating Knowledge of Content and Pedagogy	Teacher's plans and practice display little or no understanding of content.	Teacher is familiar with the important concepts and discipline but does not understand how they connect to one another. Teacher's plans and practice show little or no differentiation in instruction.	Teacher displays solid knowledge of important concepts and how they relate to one another. Teacher's plans and practice reflect accurate understanding of how those concepts relate to one another. Teachers plan and practice reflect an understanding of differentiation in communicating those concepts.	Teacher displays extensive knowledge of concepts and how those concepts relate to one another. Teacher's plans and practice reflect an understanding of how the key concepts relate to higher order thinking, anticipating student misconceptions.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, representing low-level learning and are demonstrated only as activities. Outcomes reflect only one type of learning and are suitable for only some types of students.	Instructional outcomes are of moderate rigor and are suitable for most students. They consist of a combination of activities and goals. They reflect more than one type of learning but the teacher makes no attempt at demonstrating the relationship between the activities and concepts.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for relationships between key concepts.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d Demonstrates Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with instructional outcomes. They are not clear and sequenced. The activities are not designed to engage students in active intellectual activity and have unrealistic time	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students, taking into	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, successfully differentiated where appropriate to make them

	allocations. Instructional groups do not support the instructional outcomes and offer no variety.	reflects partial knowledge of students and resources.	consideration learning styles and/or differentiated instruction. The lesson or unit has a clear structure and is likely to engage students in significant learning.	suitable to all students. Activities engage them in significant learning and demonstrate multiple approaches..
1f Designing Student Assessments	Teacher has no plan to incorporate assessment in the lesson or unit, nor any plans to use assessment results to reform instruction.	Assessment criteria and standards have been developed but they are not clear. Approach to the use of assessment is basic and includes only some of the instructional outcomes. Teacher intends to use assessment results to reform instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Classroom interactions, both between teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. Teacher attempts to respond to disrespectful behavior with uneven results.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general empathy and caring, and are appropriate to the cultural and developmental differences among groups of students. Students exhibit respect for the teacher. Teacher responds successfully to disrespectful behavior students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine empathy, care, and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. The net result of interactions is that of connections with students as individuals.
2b Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning, reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

		thought to have a natural aptitude for the subject.	hard work.	
2c Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to ineffective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects student
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology resources available are placed effectively, as appropriate to the lesson.

Domain 3: Instruction

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions, procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.

<p>3b</p> <hr/> <p>Using Questioning and Discussion Techniques</p>	<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Most students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p>3c</p> <hr/> <p>Engaging Students in Learning</p>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p>3d</p> <hr/> <p>Using Assessment in Instruction</p>	<p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used through instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</p>
<p>3e</p> <hr/> <p>Demonstrating Flexibility and Responsiveness</p>	<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw on.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

Domain 4: Professional Responsibilities

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to culture; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or other professional colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from other professional colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from professional colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from professional colleagues.

<p>4f</p> <hr/> <p>Showing Professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. Teacher absences exceed 5% of the past 180 school days.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher is absent 3-5% of the past 180 school days.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations. Teacher is absent less than 3% of the past 180 school days, but does not have perfect attendance (EX: half day absence).</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues. Teacher has perfect attendance.</p>
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Evaluation Plan Amendment :

If, during the time this evaluation plan is in effect, one or both parties believe it necessary to add to or delete from or otherwise modify this plan as originally agreed upon, one party shall contact the other to discuss the reasons for such belief. Should such revisions or modifications be deemed necessary and mutually agreeable to both parties, a formal written agreement describing the revisions or modifications shall be drafted and signed by an authorized signatory for each party. Any such written agreement shall be referred to as an amendment to the original plan and in no way shall invalidate or make void the terms of the plan.