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## **CERTIFIED STAFF EVALUATION**

### **GENERAL DISCUSSION**

The purpose of the evaluation process is to focus on strengthening the instructional service to students. Professional growth is a major component of the teacher evaluation process.

The evaluation process should be a non-threatening growth process in which the teacher and administrator jointly share responsibilities. It is also a compilation of data collected from multiple sources. For the evaluation process to remain meaningful and effective, open communication between the administrator and the teacher is essential.

The evaluation process culminates in the summarization of data collected from multiple sources which is then placed in writing on the Summative Evaluation Form and given to the evaluatee. Below you will find explanations of the components of the evaluation process.

- I. **TEACHER RESPONSIBILITIES** – The Teacher Responsibilities (Attachment #2), as listed on the Administrative Data Form for Teachers (Attachment #2-1) and the Summative Evaluation Form (Attachment #2-2), fall into three (3) major areas: Instruction Skills (organizing for instruction, delivery of instruction and assessment); Management Skills; and Professionalism. These responsibilities represent those items which will be rated by the evaluator during the evaluation process. Teacher responsibilities are incorporated into the Summative Evaluation Form and the Administrative Data Collection Form for Teacher.
  
- II. **GUIDANCE COUNSELOR RESPONSIBILITIES** – The Guidance Counselor Responsibilities (Attachment #3), as listed on the Administrative Data Form for Guidance Counselors (Attachment #3-1), and the Summative Evaluation Form (Attachment #3-2), fall into three (3) major areas: Guidance and Counseling Skills; Program Management; and Professionalism. These responsibilities

represent those items which will be rated by the evaluator during the evaluation process. Guidance Counselor responsibilities are incorporated into the Summative Evaluation Form and the Administrative Data Collection Form for Guidance Counselor.

- III. LIBRARIAN/MEDIA SPECIALIST RESPONSIBILITIES – The Librarian/Media Specialist Responsibilities (Attachment #4), as listed on the Administrative Data Form for Librarian/Media Specialist (Attachment #4-1), and the Summative Evaluation Form (Attachment #4-2), fall into five (5) major areas: Administration/Management; Instructional Services; Assessment/Evaluation; Collaboration; and Professionalism. These Librarian/Media Specialist responsibilities represent those items which will be rated by the evaluator during the evaluation process. Librarian/Media Specialist responsibilities are incorporated into the Summative Evaluation Form and Administrative Data Collection Form for Librarian/Media Specialist.
  
- IV. PSYCHOLOGIST RESPONSIBILITIES – The Psychologist Responsibilities (Attachment #5), as listed on the Administrative Data Form for Psychologist (Attachment #5-1), and the Summative Evaluation Form (Attachment #5-2), fall into five (5) major areas: Planning/Preparation; Assessment/Evaluation; Intervention Services; Management Skills; and Professionalism. These Psychologist responsibilities represent those items which will be rated by the evaluator during the evaluation process. Psychologist responsibilities are incorporated into the Summative Evaluation Form and Administrative Data Collection Form for Psychologist.
  
- V. RATING SCALE – The rating scale terms and definitions are descriptive rather than numerical. The evaluatee will be rated exemplary, proficient, competent, deficient, or unacceptable (See Attachment #1).

VI. SUMMATIVE EVALUATION FORM – This form is the document received by the staff member being evaluated at the end of the evaluation process. The form lists the responsibilities in the major areas as indicated above (Attachments: #2-2, #3-2, #4-2 and #5-2).

Staff will be rated in each area of responsibility on a scale that is descriptive rather than numerical. The ratings are: exemplary, proficient, competent, deficient and unacceptable.

The evaluator is encouraged to write meaningful comments following each area regardless of the rating. The comments may be a commendation and/or a general comment about the teacher's performance.

After receiving the Summative Evaluation Form, the evaluatee may wish to add comments directly on the form or submit a written response to be attached to the Summative Evaluation Form and placed in his or her personnel file maintained in the corporation's Human Resources Office. A copy of the evaluatee's written response will be forwarded to the evaluator.

An evaluator or evaluatee may request additional evaluations. The purpose of these evaluations may be to provide additional assistance and/or support to the evaluatee or to monitor progress. When an evaluatee signs the Summative Evaluation Form, it is only an indication that a conference was held.

In summary, the primary purpose of the evaluation procedure is to assist certified staff to become the best educators possible. In so doing, student progress will continue to increase. However, an individual's evaluations may be used as documentation to support a recommendation to non-renew a teacher's contract. Every teacher evaluation should have for its primary objective the strengthening of the instructional services (See Attachment #6).

VII. DATA COLLECTION – It is the joint responsibility of the evaluatee and evaluator to collect data through observations and other appropriate means.

At the beginning of each school year, the principal is to meet with individuals scheduled for evaluation. At this meeting, the principal is to discuss the evaluation procedure and establish time lines for observations, pre-summative and summative conferences. Teachers are encouraged to ask questions regarding the process.

A. OBSERVATION – It is the responsibility of the evaluator to conduct three (3) observations of non-permanent and semi-permanent “teachers” during each evaluation year. Permanent “teachers” are to have two (2) observations during their evaluation year. Time lines are to be strictly followed. An observation period should be at least thirty (30) minutes and conducted at least one (1) week apart unless there are special circumstances. When possible, unscheduled observation(s) should take place within a window period not to exceed fifteen (15) days.

For evaluation purposes, the first year “teachers” observations are to be conducted after October 1<sup>st</sup>. The first observation for all other teachers is to be conducted after September 15<sup>th</sup>. These time-lines are not intended to prohibit an administrator from going into a teacher’s classroom to provide assistance or assist the teacher as needed.

In the event that an evaluator is scheduled into a classroom at a time when the teacher is not feeling well or has had an activity/incident that disrupted his or her plans, both parties would agree to reschedule. The same courtesy is to be extended to the evaluator. Observations are to be conducted at least one (1) week apart unless unique circumstances exist.

For permanent teachers, only two (2) observations are required. The first observation is unscheduled; the second observation is scheduled. Prior to the second observation for permanent teachers, the pre-summative conference is to be scheduled. Other than the variation in the number of required evaluations, the observation procedure is applicable to all permanent teachers during their evaluation years. Permanent teachers will continue to be on a three (3) year cycle.

During the observation, the evaluator will complete the Administrative Data Form (Attachment: #2-1, #3-1, #4-1, and #5-1). This form is intended to provide the evaluator direction and focus during the observations. The Administrative Data Form has the same areas as does the Summative Evaluation Form (Attachment: #2-2, #3-2, #4-2 and #5-2).

The administrator is required to provide feedback to the evaluatee following an observation. This may be given orally or in written form.

- B. PRE-SUMMATIVE CONFERENCE – The Pre-Summative Conference is to be scheduled with the evaluatee prior to the final observation. This meeting is intended to provide both the evaluator and evaluatee an opportunity for open communication. During this meeting, the evaluator is to:
1. share information obtained during the observations as well as make recommendations and/or suggestions for professional growth and the development of appropriate teaching strategies, as well as provide the evaluatee an opportunity to ask questions and/or make comments; and,

2. review document(s) brought to the Pre-Summative Conference as requested by the evaluator. The voluntary documentation supplied by the evaluatee will also be reviewed during this meeting.
- C. DATA COLLECTION NOTEBOOK – Each evaluatee will be provided a Data Collection Notebook (Attachment #7). This notebook is to be used to organize and display documentation as determined by the evaluatee. The attached guidelines (Attachment #8) are suggestions for the teacher that chooses to voluntarily maintain the Data Collection Notebook.
- D. STUDENT SURVEYS – All evaluates are encouraged to conduct student surveys. The evaluatee may use the sample forms in the evaluation handbook or develop his or her own. The student survey is an instrument the evaluatee may use to get feedback from students and to use the information for self-growth (Attachment: #9, a, b, c, and resource papers).

It is suggested that surveys be conducted toward the end of the school year. However, the results of the survey remain the property of the teacher and are not shared with the evaluator. Although the administrator/evaluator may not see the results, an inquiry may be made to ask if the survey was conducted and if the results were meaningful and helpful to the teacher.

- VIII. SUMMATIVE EVALUATION CONFERENCE – The summative evaluation conference is to be scheduled with the evaluatee in order to meet the evaluation deadlines as stated in this document. This meeting is the time to compile all of the components of the evaluation process. The Summative Evaluation Form is to be completed by the evaluator based on observations, discussions during the Pre-Summative Meeting, review of documents requested by the evaluator, and information provided by the evaluatee. A response to the summative evaluation may be written by the evaluatee. This

response will be attached to the completed Summative Evaluation Form and placed in the individual's personnel file maintained in the corporation's Human Resources Office. The evaluator will be forwarded a copy of the statement developed by the evaluatee.

An evaluatee or evaluator may request additional evaluations. The purpose of the additional evaluation(s) may be to provide additional assistance/support to the evaluatee or to monitor progress.

Attachment #1

**RATING SCALE TERMS AND DEFINITIONS**

<b>EXEMPLARY</b>	Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed.
<b>PROFICIENT</b>	Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed.
<b>COMPETENT</b>	Performance typically exhibits strengths that impact favorably on students and the school climate. Areas of professional growth can be identified.
<b>DEFICIENT</b>	Performance frequently exhibits weaknesses that may negatively impact students and the school climate. Areas for professional growth will be identified; plans strongly recommended by administrator; and follow-up will be provided.
<b>UNACCEPTABLE</b>	Performance consistently exhibits weaknesses. Continued unacceptable performance is likely to have a negative impact upon students or the school climate. Direct and immediate intervention is required by administrator.

## TEACHER RESPONSIBILITIES

### **AREA I: INSTRUCTIONAL SKILLS**

#### **Organizing for Instruction**

Responsibility I-1: The teacher demonstrates current, accurate, and comprehensive knowledge of topics covered in the curriculum/I.E.P. (Knowledge of subject matter.)

*Examples of Performance Indicators:*

- a. The teacher exhibits an understanding of the subject areas taught.
- b. The teacher demonstrates skills relevant to the subject area and to the students' interest and abilities.
- c. The teacher uses current resources to enhance the curriculum/I.E.P.
- d. The teacher demonstrates an ability to make topics and activities meaningful and relevant to all students.

Responsibility I-2: The teacher plans instruction to achieve desired objectives which reflect corporation curriculum guides and/or I.E.P.

*Examples of Performance Indicators:*

- a. The teacher implements instruction which reflects student objectives based upon curriculum guides/I.E.P.
- b. The teacher selects appropriate learning activities for lessons.
- c. The teacher develops lesson plans that are clear, logical, and sequential.
- d. The teacher gives evidence of adequate planning and preparation.
- e. The teacher provides adequate plans for substitute teachers.

Responsibility I-3: The teacher selects and creates comprehensive materials and resources compatible with students' abilities and needs.

*Examples of Performance Indicators:*

- a. The teacher selects a variety of materials and media that support the basic curriculum.
- b. The teacher utilizes available technological resources.
- c. The teacher selects materials, media, and equipment which address varied learning styles of students.
- d. The teacher ensures that all students have materials and media that are appropriate and challenging.

Responsibility I-4: The teacher links objectives for learning to prior student learning.

*Examples of Performance Indicators:*

- a. The teacher solicits information to determine present student performance levels.
- b. The teacher matches the content and skills taught with the present student performance levels.
- c. The teacher matches the content/skills taught with the overall scope and sequence of the curriculum/I.E.P.

### **Delivery of Instruction**

Responsibility I-5: The teacher uses effective communication with students.

*Examples of Performance Indicators:*

- a. The teacher uses correct and effective oral communication.
- b. The teacher uses correct and effective communication in written expression.
- c. The teacher articulates clear learning goals and instructional procedures to the students.
- d. The teacher demonstrates the knowledge and ability to convey a concept to students in a logical and sequential manner.
- e. The teacher provides explanations of lesson content which are clear and easy to follow.
- f. The teacher uses content specific vocabulary.
- g. The teacher emphasizes major points by using appropriate reinforcement techniques.

Responsibility I-6: The teacher uses instructional strategies that promote student learning.

*Examples of Performance Indicators:*

- a. The teacher implements a variety of learning activities and techniques to achieve instructional objectives.
- b. The teacher paces the lesson to maintain interest.
- c. The teacher uses questioning strategies to engage students and promote learning.
- d. The teacher uses higher order questioning techniques when appropriate.
- e. The teacher monitors students' understanding of the lesson and adjusts teaching when appropriate.
- f. The teacher maximizes student learning by providing opportunities for students to participate actively.
- g. The teacher provides guided and independent practice of skills.
- h. The teacher reviews major concepts from the lesson.

- i. The teacher provides appropriate opportunities for the development of oral communication skills.
- j. The teacher provides appropriate opportunities for the development of written communication skills.

Responsibility I-7: The teacher respects and provides opportunities for individual differences.

*Examples of Performance Indicators*

- a. The teacher identifies and implements plans to meet the instructional needs of all students.
- b. The teacher delivers content in a variety of ways to meet the needs of all students.
- c. The teacher gives all learners an equitable opportunity for involvement in learning.
- d. The teacher holds all learners individually responsible for learning.

**Assessment**

Responsibility I-8: The teacher provides on-going and timely feedback that encourages student progress.

*Examples of Performance Indicators:*

- a. The teacher continuously monitors student progress before, during, and after instruction.
- b. The teacher provides helpful feedback to students about performance and/or progress.
- c. The teacher demonstrates competence in recording and reporting student achievement.

Responsibility I-9: The teacher uses a variety of evaluation strategies that measure student achievement.

*Examples of Performance Indicators:*

- a. The teacher creates/selects suitable assessment strategies.
- b. The teacher appropriately uses oral, written, performance, and/or product assessments.
- c. The teacher makes use of alternative assessments when appropriate.
- d. The teacher encourages students to evaluate their own work.

Responsibility I-10: The teacher uses evaluation results to make both daily and long-range instructional decisions.

*Examples of Performance Indicators:*

- a. The teacher uses results from a variety of assessments to monitor and modify instruction as needed.
- b. The teacher organizes, maintains, and uses records of student progress to make instructional decisions which promote student learning.
- c. The teacher creates or selects assessment materials which are consistent with current course content.

### **AREA M: MANAGEMENT SKILLS**

Responsibility M-1: The teacher uses time efficiently and effectively.

*Examples of Performance Indicators:*

- a. The teacher efficiently and effectively completes routine tasks.
- b. The teacher uses instructional time effectively.
- c. The teacher structures transitions in an efficient and constructive manner.
- d. The teacher assists students in planning and organizing for assignments, long-range projects, and tests.

Responsibility M-2: The teacher establishes and maintains rapport with students.

*Examples of Performance Indicators:*

- a. The teacher actively engages the students in meeting the objectives of the lesson.
- b. The teacher provides positive and supportive reinforcement to the students.
- c. The teacher seeks to maintain appropriate interactions with students in all school settings during the school day.
- d. The teacher demonstrates concern for students' interests, opinions, and social, emotional, and physical well-being.

Responsibility M-3: The teacher makes the physical environment as safe and conducive to learning as possible.

*Examples of Performance Indicators:*

- a. The teacher creates a physical setting that promotes learning and minimizes disruption.
- b. The teacher maintains a physical environment which is conducive to learning.
- c. The teacher complies with local, state and federal safety regulations as advised by building administrator.

- d. The teacher organizes the classroom to facilitate the monitoring of students' work and to provide assistance.
- e. The teacher facilitates students' ability to move about the room when appropriate.
- f. The teacher manages emergency situations as they occur.

Responsibility M-4: The teacher sets and maintains standards of student behavior consistent with corporation guidelines.

*Examples of Performance Indicators:*

- a. The teacher communicates clear expectations about behavior to students and parents.
- b. The teacher encourages and expects self-discipline from students.
- c. The teacher actively monitors student behavior and provides feedback in a constructive manner to students and parents.
- d. The teacher redirects students who are off-task.
- e. The teacher manages disruptive behavior.

#### **AREA P: PROFESSIONALISM**

Responsibility P-1: The teacher demonstrates a professional demeanor and practices ethical standards appropriate to the profession.

*Examples of Performance Indicators:*

- a. The teacher maintains a professional appearance and demeanor.
- b. The teacher interacts with colleagues in an ethical and professional manner.
- c. The teacher carries out duties in accordance with established corporate/building policies, practices, and regulations.
- d. The teacher completes classroom and school assignments in a timely and effective manner.
- e. The teacher displays habits of punctuality.

Responsibility P-2: The teacher participates in a continuous process of meaningful professional development.

*Examples of Performance Indicators:*

- a. The teacher participates in a process of meaningful professional growth activities such as conferences, workshops, course work, committees, and/or membership in professional organizations.
- b. The teacher explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- c. The teacher evaluates and identifies areas of personal strength and weakness and seeks improvement of skills and professional performance.

Responsibility P-3: The teacher provides service to the profession and the school.

*Examples of Performance Indicators:*

- a. The teacher builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- b. The teacher contributes to the overall school climate by supporting school goals and initiatives.
- c. The teacher demonstrates commitment to school by working toward continuous school improvement.

Responsibility P-4 The teacher maintains effective communication with the school community.

*Examples of Performance Indicators:*

- a. The teacher communicates in a timely manner with parents or guardians concerning student progress or problems.
- b. The teacher responds promptly to parental concerns.
- c. The teacher welcomes parental involvement within the school
- d. The teacher works cooperatively within the school community.

**Muncie Community Schools  
Administrative Data Form  
Teacher**

\_\_\_\_\_  
Teacher

1<sup>st</sup>                      2<sup>nd</sup>                      3<sup>rd</sup>  
\_\_\_\_\_  
Dates

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Time

**AREA I: INSTRUCTIONAL SKILLS**

**Organizing for Instruction**

I-1 The teacher demonstrates current, accurate, and comprehensive knowledge of topics covered in the curriculum/I.E.P. (knowledge of subject matter).

Clear Evidence	Partial Evidence	No Evidence	<p align="center"><u>Source</u></p> <p>Observation <input type="checkbox"/></p> <p>Pre-Summative <input type="checkbox"/></p> <p>Other: <input type="checkbox"/></p> <p>_____</p>
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Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I-2 The teacher plans instruction to achieve desired objectives which reflect corporation curriculum guides and/or I.E.P.

Clear Evidence	Partial Evidence	No Evidence	<p align="center"><u>Source</u></p> <p>Observation <input type="checkbox"/></p> <p>Pre-Summative <input type="checkbox"/></p> <p>Other: <input type="checkbox"/></p> <p>_____</p>
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Evidence: \_\_\_\_\_

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I-3 The teacher selects and creates comprehensive materials and resources compatible with students' abilities and needs.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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I-4 The teacher links objectives for learning to prior student learning.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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**Delivery of Instruction**

I-5 The teacher uses effective communication with students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

\_\_\_\_\_

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I-6 The teacher uses instructional strategies that promote student learning.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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I-7 The teacher respects and provides opportunities for individual differences.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Assessment**

I-8 The teacher provides on-going and timely feedback that encourages student progress.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

I-9 The teacher uses a variety of evaluation strategies that measure student achievement.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I-10 The teacher uses evaluation results to make both daily and long-range instructional decisions.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AREA M: MANAGEMENT SKILLS**

M-1 The teacher uses time efficiently and effectively.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

M-2 The teacher establishes and maintains rapport with students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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M-3 The teacher makes the physical environment as safe and conducive to learning as possible.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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M-4 The teacher sets and maintains standards of student behavior consistent with corporation guidelines.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**AREA P: PROFESSIONALISM**

P-1 The teacher demonstrates a professional demeanor and practices ethical standards appropriate to the profession

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

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P-2 The teacher participates in a continuous process of meaningful professional development.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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P-3 The teacher provides service to the profession and the school.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

\_\_\_\_\_

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P-4 The teacher maintains effective communication with the school community.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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Comments: \_\_\_\_\_

\_\_\_\_\_

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### Definition of Terms

**Clear Evidence:** Evaluator verifies that the responsibility is being met or exceeded.

**Partial Evidence:** Evaluator observes a marginal demonstration of the responsibility.

**No Evidence:** Evaluator observes demonstration of the responsibility which may require further documentation; and therefore, other evidence is necessary to substantiate the responsibility.

**Evidence:** Examples of specific behavior that support the selected rating.

---

### Signature

\_\_\_\_\_

Administrator

\_\_\_\_\_

Date

**Muncie Community Schools  
Summative Evaluation Form  
Teacher**

Name of Teacher: \_\_\_\_\_  
 School(s): \_\_\_\_\_  
 Position: \_\_\_\_\_  
 School Year: \_\_\_\_\_

<i><b>Personnel Status</b></i>	<i><b>Observations</b></i>	<i><b>Conferences</b></i>
_____ Non-Permanent Yr. 1	Date/Observer Name	
_____ Non-Permanent Yr. 2	1 <sup>st</sup> _____ / _____	Pre-Summative Date: _____
_____ Semi-Permanent Yr. 3	2 <sup>nd</sup> _____ / _____	
_____ Semi-Permanent Yr. 4	3 <sup>rd</sup> _____ / _____	
_____ Semi-Permanent Yr. 5	4 <sup>th</sup> _____ / _____	Summative Date: _____
_____ Permanent		

**RATING SCALE TERMS AND DEFINITIONS**

- EXEMPLARY**                      Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed.
- PROFICIENT**                      Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed.
- COMPETENT**                      Performance typically exhibits strengths that impact favorably on students and the school climate. Areas of professional growth can be identified.
- DEFICIENT**                      Performance frequently exhibits weaknesses that may negatively impact students and the school climate. Areas for professional growth will be identified; plans strongly recommended by administrator; and follow-up will be provided.
- UNACCEPTABLE**                      Performance consistently exhibits weaknesses. Continued unacceptable performance is likely to have a negative impact upon students or the school climate. Direct and immediate intervention is required by administrator.

**AREA I: INSTRUCTIONAL SKILLS**  
**Organizing for Instruction**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
I-1: The teacher demonstrates current, accurate, and comprehensive knowledge of topics covered in the curriculum/I.E.P. (knowledge of subject matter).					
I-2: The teacher plans instruction to achieve desired objectives which reflect corporation curriculum guides and/or I.E.P.					
I-3: The teacher selects and creates comprehensive materials and resources compatible with students' abilities and needs.					
I-4: The teacher links objectives for learning to prior student learning.					

Comments:

**Delivery of Instruction**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
I-5: The teacher uses effective communication with students.					
I-6: The teacher uses instructional strategies that promote student learning.					
I-7: The teacher respects and provides opportunities for individual differences.					

Comments:

**Assessment**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
I-8: The teacher provides on-going and timely feedback that encourages student progress.					
I-9: The teacher uses a variety of evaluation strategies that measure student achievement.					
I-10: The teacher uses evaluation results to make both daily and long-range instructional decisions.					

Comments:

**AREA M: MANAGEMENT**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
M-1: The teacher uses time efficiently and effectively.					
M-2: The teacher establishes and maintains rapport with students.					
M-3: The teacher makes the physical environment as safe and conducive to learning as possible.					
M-4: The teacher sets and maintains standards of student behavior consistent with corporation guidelines.					

Comments:

**AREA P: PROFESSIONALISM**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
P-1: The teacher demonstrates a professional demeanor and practices ethical standards appropriate to the profession.					
P-2: The teacher participates in a continuous process of meaningful professional development.					
P-3: The teacher provides service to the profession and the school.					
P-4: The teacher maintains effective communication with the school community.					

Comments:

**EVALUATOR'S COMMENTS:**

**TEACHER'S COMMENTS:**

(Either party may attach an additional sheet of paper if space is needed.)

Circle one (1) and initial.

**SUBSEQUENT EVALUATION NEEDED      YES / NO**

**PERSONNEL IMPROVEMENT PLAN      YES / NO**

**SIGNATURES**

Signatures below indicate a conference between the teacher and evaluator was held. The teacher's signature does not necessarily mean agreement with the evaluation. The teacher has a right to request a subsequent evaluation and/or to prepare a written reply to be attached to this evaluation.

**EVALUATOR:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TEACHER:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Attachment #3

**GUIDANCE AND COUNSELING RESPONSIBILITIES**

**AREA G/C: GUIDANCE AND COUNSELING SKILLS**

Responsibility G/C-1: The counselor demonstrates current, accurate and comprehensive knowledge consistent with the profession.

*Examples of Performance Indicators:*

- a. The counselor employs various counseling strategies, competencies, and activities.
- b. The counselor uses professional literature and current resources.
- c. The counselor tries new methods and approaches and modifies as needed.

Responsibility G/C-2: The counselor creates a climate conducive to counseling.

*Examples of Performance Indicators:*

- a. The counselor displays a nonjudgmental and accepting attitude.
- b. The counselor shows respect for others through active listening.
- c. The counselor maintains the confidentiality of student interviews.
- d. The counselor provides opportunities for students to explore problems and weigh alternatives in decision-making.
- e. The counselor encourages students to set goals and assume responsibility for meeting them.

Responsibility G/C-3: The counselor maintains effective communication.

*Examples of Performance Indicators:*

- a. The counselor uses correct oral and written communication appropriate to the audience.
- b. The counselor uses appropriate vocabulary.
- c. The counselor presents ideas logically.
- d. The counselor gives directions that are clear, concise and reasonable.
- e. The counselor uses a variety of verbal and nonverbal techniques.
- f. The counselor elicits and responds to questions.
- g. The counselor summarizes effectively.

Responsibility G/C-4: The counselor provides short-term counseling to meet the needs of students individually and in small groups.

*Examples of Performance Indicators:*

- a. The counselor creates a positive and supportive environment for counseling in a confidential setting.
- b. The counselor demonstrates the attitudes and behaviors which facilitate student acceptance of counseling services.
- c. The counselor plans and delivers sessions based on student's needs.
- d. The counselor maintains a focus of the developmental nature of students' needs.
- e. The counselor recommends referrals to other resources when appropriate.

Responsibility G/C-5: (Elementary only) The counselor teaches developmentally appropriate guidance curriculum in the classroom or small groups.

*Examples of Performance Indicators:*

- a. The counselor creates a positive and supportive environment for classroom and group guidance.
- b. The counselor displays knowledge of guidance curriculum.
- c. The counselor plans and delivers sessions based on students' needs.
- d. The counselor demonstrates appropriate methods of lesson design and delivery.
- e. The counselor modifies strategies and techniques as needed.
- f. The counselor collaborates with teachers in presenting guidance-related curriculum.

Responsibility G/C-6: The counselor provides for individual differences.

*Examples of Performance Indicators:*

- a. The counselor demonstrates knowledge about cultural differences and special needs of individuals and families.
- b. The counselor provides activities and services which address the special needs of individuals and families.
- c. The counselor provides activities and services which encourage all students to achieve their full potential.
- d. The counselor assists with educational and career development and planning.
- e. The counselor systematically contacts students who need assistance.

Responsibility G/C-7: The counselor demonstrates positive interpersonal relationships with school personnel.

*Examples of Performance Indicators:*

- a. The counselor establishes and maintains a collaborative relationship with staff.
- b. The counselor develops strategies and assists with referrals to address student issues.
- c. The counselor participates in individual or group conferences for effective educational planning for students.
- d. The counselor provides assistance to teachers or teams in planning to meet affective needs of students.

Responsibility G/C-8: The counselor demonstrates positive interpersonal relationships with parents.

*Examples of Performance Indicators:*

- a. The counselor shares with parents information to meet needs of students.
- b. The counselor meets with parents as needed.
- c. The counselor assists in facilitating parent education/information sessions.
- d. The counselor serves as a resource to parents about the needs of children.

Responsibility G/C-9: The counselor serves as an advocate for the welfare of students.

*Examples of Performance Indicators:*

- a. The counselor works with school staff and parents regarding student progress.
- b. The counselor participates as needed as a member of the EPC and other meetings to determine the needs and services for students.
- c. The counselor demonstrates appropriate confidentiality.
- d. The counselor assists with the orientation of new students.

Responsibility G/C-10: (Secondary only) The counselor ensures that student records are accurate reflections of students' academic progress and plans.

*Examples of Performance Indicators:*

- a. The counselor assists students in developing a tentative four-year plan.
- b. The counselor plans and reviews yearly update to a four-year high school plan.
- c. The counselor assists students in preparing for post-high school employment and/or education.

Responsibility G/C-11: The counselor interprets and uses assessment information for student planning.

*Examples of Performance Indicators:*

- a. The counselor assists with school testing programs.
- b. The counselor uses assessment for making student decisions.
- c. The counselor uses assessment information to plan for smooth transition to the next level.
- d. The counselor explores students' long-range educational and career plans.
- e. The counselor coordinates career and educational exploration activities.

### **AREA M: PROGRAM MANAGEMENT**

Responsibility M-1: The counselor plans and coordinates the program effectively.

*Examples of performance Indicators:*

- a. The counselor manages caseload and/or scheduling effectively.
- b. The counselor develops a schedule which allows for direct service to students, collaboration with staff, parent/community services, and program management.
- c. The counselor manages resources efficiently and effectively.

Responsibility M-2: The counselor develops a structure for implementing the guidance program.

*Examples of performance Indicators:*

- a. The counselor maintains an annual schedule of guidance events as well as a daily activity schedule.
- b. The counselor establishes a referral process for counseling services and disseminates the procedure to staff and students.
- c. The counselor coordinates and maintains a file of pupil guidance information including cumulative data, referral resources, plans and goals.
- d. The counselor provides resources and guidance materials to meet program goals.
- e. The counselor keeps an up-to-date listing of referral sources available outside of the school system.
- f. The counselor maintains an attractive and accessible office environment.
- g. The counselor provides informative materials or activities designed to enhance the image of the guidance program.

Responsibility M-3: The counselor implements the program consistent with guidelines, policies, and procedures.

*Examples of Performance Indicators:*

- a. The counselor establishes annual program goals.
- b. The counselor communicates understanding of corporation and program guidelines, policies, and procedures.
- c. The counselor incorporates current technologies in program delivery.
- d. The counselor communicates understanding of the corporation's curriculum to students.

Responsibility M-4: The counselor uses guidance and counseling time effectively.

*Examples of Performance Indicators:*

- a. The counselor allots a realistic amount of time for specified guidance activities.
- b. The counselor is available to students at appointed times.
- c. The counselor begins activities on time.
- d. The counselor uses time effectively for designated activity.

**AREA P: PROFESSIONALISM**

Responsibility P-1: The counselor demonstrates a professional demeanor and practices ethical standards appropriate to the profession.

*Examples of Performance Indicators:*

- a. The counselor maintains a professional appearance and demeanor.
- b. The counselor interacts with colleagues in an ethical and professional manner.
- c. The counselor carries out duties in accordance with established corporate/building policies, practices, and regulations.
- d. The counselor completes assignments in a timely and effective manner.
- e. The counselor displays habits of punctuality.

Responsibility P-2: The counselor participates in a continuous process of meaningful professional development.

*Examples of Performance Indicators:*

- a. The counselor participates in a process of meaningful professional growth activities such as conferences, workshops, course work, committees, and/or membership in professional organizations.
- b. The counselor explores, disseminates, and applies knowledge and information about new or improved guidance and counseling methods or

related issues.

- c. The counselor evaluates and identifies areas of personal strength and weakness and seeks improvement of skills and professional performance.

Responsibility P-3: The counselor provides service to the profession and the school.

*Examples of Performance Indicators:*

- a. The counselor builds professional relationships with colleagues to share insights and to coordinate activities for students.
- b. The counselor contributes to the overall school climate by supporting school goals and initiatives.
- c. The counselor demonstrates commitment to school by working toward continuous school improvement.

Responsibility P-4: The counselor maintains effective communication with the school community.

*Examples of Performance Indicators:*

- a. The counselor communicates in a timely manner with parents or guardians concerning student progress or problems.
- b. The counselor responds promptly to parental concerns.
- c. The counselor welcomes parental involvement within the school.
- d. The counselor works cooperatively within the school community.

**Muncie Community Schools  
Administrative Data Form  
Guidance Counselor**

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Counselor	Dates		
Supervisor	Time		

**AREA G/C: GUIDANCE AND COUNSELING SKILLS**

G/C-1 The counselor demonstrates current, accurate and comprehensive knowledge consistent with the profession.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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G/C-2 The counselor creates a climate conducive to counseling.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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G/C-3 The counselor maintains effective communication.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
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G/C-4 The counselor provides short-term counseling to meet the needs of students individually and in small groups.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
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G/C-5 (Elementary only) The counselor teaches developmentally appropriate guidance curriculum in the classroom or small groups.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
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G/C-6 The counselor provides for individual differences.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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G/C-7 The counselor demonstrates positive interpersonal relationships with school personnel.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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G/C-8 The counselor demonstrates positive interpersonal relationships with parents.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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G/C-9 The counselor serves as an advocate for the welfare of students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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\_\_\_\_\_

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G/C-10 (Secondary only) The counselor ensures that student records are accurate reflections of students' academic progress and plans.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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G/C-11 The counselor interprets and uses assessment information for student planning.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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**AREA M: PROGRAM MANAGEMENT**

M-1 The counselor plans and coordinates the program effectively.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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M-2 The counselor develops a structure for implementing the guidance program.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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M-3 The counselor implements the program consistent with guidelines, policies, and procedures.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_

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M-4 The counselor uses guidance and counseling time effectively.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
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**AREA P: PROFESSIONALISM**

P-1 The counselor demonstrates a professional demeanor and practices ethical standards appropriate to the profession.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
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P-2 The counselor participates in a continuous process of meaningful professional development.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
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P-3 The counselor provides service to the profession and the school.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
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P-4 The counselor maintains effective communication with the school community.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
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Comments \_\_\_\_\_  
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***Definition of Terms***

Clear Evidence: Evaluator verifies that the responsibility is being met or exceeded.

Partial Evidence: Evaluator observes a marginal demonstration of the responsibility.

No Evidence: Evaluator observes demonstration of the responsibility which may require further documentation; and therefore, other evidence is necessary to substantiate the responsibility.

Evidence: Examples of specific behavior that support the selected rating.

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**Signature**

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

**Muncie Community Schools  
Summative Evaluation Form  
Guidance Counselor**

Name of Counselor: \_\_\_\_\_  
 School(s): \_\_\_\_\_  
 Position: \_\_\_\_\_  
 School Year: \_\_\_\_\_

<i><b>Personnel Status</b></i>	<i><b>Observations</b></i>	<i><b>Conferences</b></i>
_____ Non-Permanent Yr. 1	Date/Observer Name	
_____ Non-Permanent Yr. 2	1 <sup>st</sup> _____ / _____	Pre-Summative Date: _____
_____ Semi-Permanent Yr. 3	2 <sup>nd</sup> _____ / _____	
_____ Semi-Permanent Yr. 4	3 <sup>rd</sup> _____ / _____	
_____ Semi-Permanent Yr. 5	4 <sup>th</sup> _____ / _____	Summative Date: _____
_____ Permanent		

**RATING SCALE TERMS AND DEFINITIONS**

- EXEMPLARY**                      Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed.
- PROFICIENT**                      Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed.
- COMPETENT**                      Performance typically exhibits strengths that impact favorably on students and the school climate. Areas of professional growth can be identified.
- DEFICIENT**                      Performance frequently exhibits weaknesses that may negatively impact students and the school climate. Areas for professional growth will be identified; plans strongly recommended by administrator; and follow-up will be provided.
- UNACCEPTABLE**                      Performance consistently exhibits weaknesses. Continued unacceptable performance is likely to have a negative impact upon students or the school climate. Direct and immediate intervention is required by administrator.

**AREA G/C: GUIDANCE AND COUNSELING SKILLS**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
G/C-1: The counselor demonstrates current, accurate and comprehensive knowledge consistent with the profession.					
G/C-2: The counselor creates a climate conducive to counseling.					
G/C-3: The counselor maintains effective communication.					
G/C-4: The counselor provides short-term counseling to meet the needs of students individually and in small groups.					
G/C-5 (Elementary only) The counselor teaches developmentally appropriate guidance curriculum in the classroom or small groups.					
G/C-6 The counselor provides for individual differences.					
G/C-7 The counselor demonstrates positive interpersonal relationships with school personnel.					
G/C-8 The counselor demonstrates positive interpersonal relationships with parents.					
G/C-9 The counselor serves as an advocate for the welfare of students.					
G/C-10 (Secondary only) The counselor ensures that student records are accurate reflections of students' academic progress and plans.					
G/C-11 The counselor interprets and uses assessment information for student planning.					

Comments: \_\_\_\_\_

\_\_\_\_\_

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**AREA M: PROGRAM MANAGEMENT**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
M-1: The counselor plans and coordinates the program effectively.					
M-2: The counselor develops a structure for implementing the guidance program.					
M-3: The counselor implements the program consistent with guidelines, policies, and procedures.					
M-4: The counselor uses guidance and counseling time effectively.					

Comments: \_\_\_\_\_

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**AREA P: PROFESSIONALISM**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
P-1: The counselor demonstrates a professional demeanor and practices ethical standards appropriate to the profession					
P-2: The counselor participates in a continuous process of meaningful professional development.					
P-3: The counselor provides service to the profession and the school.					
P-4: The counselor maintains effective communication with the school community.					

Comments: \_\_\_\_\_

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**EVALUATOR'S COMMENTS:** \_\_\_\_\_  
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**COUNSELOR'S COMMENTS:** \_\_\_\_\_  
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(Either party may attach an additional sheet of paper if space is needed.)

Circle one (1) and initial.

**SUBSEQUENT EVALUATION NEEDED      YES / NO**

**PERSONNEL IMPROVEMENT PLAN      YES / NO**

**SIGNATURES**

Signatures below indicate a conference between the counselor and evaluator was held. The counselor's signature does not necessarily mean agreement with the evaluation. The counselor has a right to request a subsequent evaluation and/or to prepare a written reply to be attached to this evaluation.

**EVALUATOR:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COUNSELOR:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Attachment #4

**LIBRARIAN/MEDIA SPECIALIST RESPONSIBILITIES**

**AREA A: ADMINISTRATION/MANAGEMENT**

Responsibility A-1: Establishes and communicates written policies and procedures for the use of the school library.

*Examples of Performance Indicators:*

- a. Establishes and publicizes rules of conduct/standards for acceptable student behavior.
- b. Enforces rules of conduct/standards for acceptable student behavior.
- c. Establishes circulation, loan, and use policies that maximize student and teacher access to materials and services.
- d. Disseminates written policies to appropriate constituencies.

Responsibility A-2: Prepares and administrates the budget for the library based on instructional program needs.

*Examples of Performance Indicators:*

- a. Assesses instructional program needs prior to developing school library media budget to reflect program needs.
- b. Accurately prepares realistic media center budget.
- c. Prepares sound justification for budget.
- d. Administers budget according to goals and objectives of library.
- e. Maintains current, up-to-date financial records.

Responsibility A-3: Coordinates the acquisition and selection process for resources, equipment, and supplies.

*Examples of Performance Indicators:*

- a. Selects appropriate systems for circulation and access including automated systems.
- b. Uses accepted criteria and procedures for acquiring, retaining, and deleting materials in the library media center.
- c. Identifies and applies criteria appropriate for evaluating resources and accompanying equipment in all formats and at all grade levels.
- d. Uses appropriate collection management principles in maintaining library resources.
- e. Seeks input from department chairpersons on strengths or weaknesses of collection.
- f. Arranges for preview of materials if time and policies permit.
- g. Provides collection of professional materials as needed.
- h. Maintains a basic up-to-date reference collection.

Responsibility A-4: Organizes and administers all library materials and equipment in keeping with school procedures.

*Examples of Performance Indicators:*

- a. Implements procedures for ongoing inventory and maintenance of resources and equipment.
- b. Prepares a system for repair and replacement of equipment.
- c. Prepares a schedule for circulation/utilization of equipment and print/multimedia materials.
- d. Implements recognized procedures for classifying, cataloging, and processing resources which will facilitate computerization and resource sharing.

Responsibility A-5: Creates an atmosphere conducive to effective use of the library.

*Examples of Performance Indicators:*

- a. Maintains an attractive, inviting facility.
- b. Organizes library media center so that areas are identifiable (e.g., reference, circulation).
- c. Provides an atmosphere conducive to individual inquiry, research, study, and relaxation.
- d. Selects resource materials, programs and displays that include cultural contributions of various groups.
- e. Selects appropriate resource materials, programs and displays related to school curriculum.

Responsibility A-6: Ensures accessibility to resources.

*Examples of Performance Indicators:*

- a. Uses standard classification scheme.
- b. Uses standard tools to catalog and classify both print and non-print materials.
- c. Provides flexible scheduling of library facilities to accommodate various groups.
- d. Coordinates student use of library during the school day with school policy and procedure.

Responsibility A-7: Provides for use of current technology.

*Examples of Performance Indicators:*

- a. Encourages teacher use of computers for management and instruction.
- b. Provides for electronic access to information resources.
- c. Investigates and procures newer technological formats for library resources.
- d. Encourages the use of on-line reference tools, Internet, computer searches, etc.
- e. Develops a collection of various formats to support curriculum and instruction.

## **AREA I: INSTRUCTIONAL SERVICES**

Responsibility I-1: Provides group and/or individual instruction for students and staff in the use of library materials and services.

### *Examples of Performance Indicators:*

- a. Provides library orientation for all students and teachers.
- b. Instructs/periodically updates teachers and students in location skills and use of information/bibliographic sources, computers, networks, production techniques, and independent use.
- c. Provides informal and formal instruction in the skills necessary to access information in all formats.
- d. Introduces and publicizes media and prepares bibliographies, lists and indexes.

Responsibility I-2: Plans and prepares for the teaching/learning experience.

### *Examples of Performance Indicators:*

- a. Sets appropriate long and short range learning goals.
- b. Establishes clear learning goals in accordance with corporate goals, and effectively communicates the objectives to the student.
- c. Selects methods, strategies, materials, and technologies appropriate to instructional goals and student outcomes.

Responsibility I-3: Presents instructional lessons or units on library skills, media skills, research skills, and information retrieval.

### *Examples of Performance Indicators:*

- a. Plans lessons which integrate media skills with classroom subject matter.
- b. Implements prepared lesson plans.
- c. Uses a variety of instructional strategies according to assessed learning styles and ability levels of students.
- d. Develops programs which meet curricular and interest needs of students.
- e. Uses textbooks and curriculum guides to identify subject matter being taught.
- f. Presents subject matter effectively, using appropriate strategies for teaching students from diverse cultural backgrounds, with different learning styles, and with special needs.

Responsibility I-4: Encourages the integration of media into the curriculum.

*Examples of Performance Indicators:*

- a. Assists students and staff in use and production of media.
- b. Informs faculty about the media resources available and provides effective demonstrations (e.g., at faculty meetings) of effective uses of media in specific subjects or topics.
- c. Assists teachers in relating reading, video and multimedia materials to curriculum units or goals and objectives.

Responsibility I-5. Provides reference assistance.

*Examples of Performance Indicators:*

- a. Assists students in locating references for assignments and research.
- b. Assists faculty in locating references.
- c. Assists students in identifying, locating, and interpreting information housed in and outside the library media center.
- d. Helps students and teachers understand the system of organizing information and resources (including on-line reference sources) and the procedures of locating resources to develop greater independence in future information searches.

**AREA A/E: ASSESSMENT/EVALUATION**

Responsibility A/E-1: Maintains accurate program records.

*Examples of Performance Indicators:*

- a. Organizes and implements an accurate data collection system.
- b. Accurately completes media records and reports.
- c. Conducts an annual inventory of media materials and equipment.
- d. Maintains and records circulation statistics.

Responsibility A/E-2: Integrates and uses assessment information for decision making.

- a. Organizes and implements a data collection system.
- b. Provides for a re-evaluation process for addressing expressed concerns about school media service.
- c. Uses assessment data to evaluate total program effectiveness.
- d. Uses assessment for making instructional and curriculum decisions.
- e. Assesses instructional program needs prior to developing school library media budget to reflect program needs.

**AREA C: COLLABORATION**

Responsibility C-1: Supports classroom teachers in their instructional units.

*Examples of Performance Indicators:*

- a. Assists teachers in selecting media.
- b. Works with other faculty to identify creative uses of resources.
- c. Guides teachers in selecting the best medium for the instructional task.

Responsibility C-2: Participates in school-wide instructional leadership efforts.

*Examples of Performance Indicators:*

- a. Participates in curriculum planning as a resource person.
- b. Assists in curriculum development when needed.
- c. Reviews with department and/or individual media specialists and students the procedures for group and/or individual student assignments.
- d. Collaboratively plans with other faculty to provide activities and opportunities for students to assume responsibility for independent learning.

**AREA P: PROFESSIONALISM**

Responsibility P-1: Complies with the copyright law and guidelines, advocates compliance, and shares interpretations with the staff.

*Examples of Performance Indicators:*

- a. Displays appropriate copyright notices near all technologies used for duplication and instruction.
- b. Provides workshops on copyright law and guidelines.

Responsibility P-2: Participates in a continuous process of professional development.

*Examples of Performance Indicators:*

- a. Participates in a process of meaningful professional growth activities such as conferences, workshops, course work, committees, and/or membership in professional organizations.
- b. Explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- c. Evaluates and identifies areas of personal strength and weakness and seeks to improve skills and professional performance.

Responsibility P-3: Maintains and projects a positive attitude in working situations with administrators, teachers, and students.

*Examples of Performance Indicators:*

- a. Demonstrates positive interpersonal skills with students.
- b. Demonstrates positive interpersonal skills with teachers and staff.

Responsibility P-4: Demonstrates a professional demeanor and practices ethical standards appropriate to the profession.

*Examples of Performance Indicators:*

- a. Maintains a professional appearance and demeanor.
- b. Interacts with colleagues in an ethical and professional manner.
- c. Carries out duties in accordance with established corporate/building policies, practices, and regulations.
- d. Completes school assignments in a timely and effective manner.
- e. Displays habits of punctuality.

Responsibility P-5: Maintains effective communication with the school community.

*Examples of Performance Indicators:*

- a. Communicates in a timely manner with parents or guardians concerning student progress or problems.
- b. Responds promptly to parental concerns.
- c. Welcomes parental involvement within the school.
- d. Works cooperatively within the school community.

Responsibility P-6: Provides service to the profession and the school.

*Examples of Performance Indicators:*

- a. Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- b. Serves on school committees and supports school activities.
- c. Contributes to the development of the profession by serving as mentor, peer coach/teacher and by supervising student teachers and interns.
- d. Contributes to the overall school climate by supporting school goals and initiatives.

Attachment #4-1

**Muncie Community Schools  
Administrative Data Form  
Librarian/Media Specialist**

Librarian	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
	Dates		
Supervisor	Time		

**AREA A: ADMINISTRATION/MANAGEMENT**

A-1 Establishes and communicates written policies and procedures for the use of the school library.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A-2 Prepares and administrates the budget for the library based on instructional program needs.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A-3 Coordinates the acquisition and selection process for resources, equipment and supplies.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

A-4 Organizes and administers all library materials and equipment in keeping with school procedures.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

A-5 Creates an atmosphere conducive to effective use of the library.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

A-6 Ensures accessibility to resources.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

A-7 Provides for use of current technology.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AREA I: INSTRUCTIONAL SERVICES**

I-1 Provides group and/or individual instruction for students and staff in the use of library materials and services.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I-2 Plans and prepares for the teaching/learning experience.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I-3 Presents instructional lessons or units on library skills, media skills, research skills, and information retrieval.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I-4 Encourages the integration of media into the curriculum.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I-5 Provides reference assistance.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AREA A/E: ASSESSMENT/EVALUATION**

A/E-1 Maintains accurate program records.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

A/E-2 Integrates and uses assessment information for decision making.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
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Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AREA C: COLLABORATION**

C-1 Supports classroom teachers in their instructional units.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C-2 Participates in school-wide instructional leadership efforts.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AREA P: PROFESSIONALISM**

P-1 Complies with the copyright law and guidelines, advocates compliance, and shares interpretations with the staff.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

P-2 Participates in a continuous process of professional development.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

P-3 Maintains and projects a positive attitude in working situations with administrators, teachers, and students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

P-4 Demonstrates a professional demeanor and practices ethical standards appropriate to the profession.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

P-5 Maintains effective communication with the school community.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

P-6 Provides service to the profession and the school.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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***Definition of Terms***

- Clear Evidence: Evaluator verifies that the responsibility is being met or exceeded.
- Partial Evidence: Evaluator observes a marginal demonstration of the responsibility.
- No Evidence: Evaluator observes demonstration of the responsibility which may require further documentation; and therefore, other evidence is necessary to substantiate the responsibility.
- Evidence: Examples of specific behavior that support the selected rating.

---

**Signature**

\_\_\_\_\_  
 Administrator Date

**Muncie Community Schools  
Summative Evaluation Form  
Librarian/Media Specialist**

Name of Librarian: \_\_\_\_\_  
 School(s): \_\_\_\_\_  
 Position: \_\_\_\_\_  
 School Year: \_\_\_\_\_

**Personnel Status**

**Observations**

**Conferences**

_____ Non-Permanent Yr. 1	Date/Observer Name	
_____ Non-Permanent Yr. 2	1 <sup>st</sup> _____ / _____	Pre-Summative Date: _____
_____ Semi-Permanent Yr. 3	2 <sup>nd</sup> _____ / _____	
_____ Semi-Permanent Yr. 4	3 <sup>rd</sup> _____ / _____	
_____ Semi-Permanent Yr. 5	4 <sup>th</sup> _____ / _____	Summative Date: _____
_____ Permanent		

**RATING SCALE TERMS AND DEFINITIONS**

- EXEMPLARY** Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Librarian serves as a model. Areas for professional growth are self-directed.
- PROFICIENT** Performance typically exhibits multiple strengths that favorably impact students and the school climate. Librarian serves as a model in some areas. Areas for professional growth are generally self-directed.
- COMPETENT** Performance typically exhibits strengths that impact favorably on students and the school climate. Areas of professional growth can be identified.
- DEFICIENT** Performance frequently exhibits weaknesses that may negatively impact students and the school climate. Areas for professional growth will be identified; plans strongly recommended by administrator; and follow-up will be provided.
- UNACCEPTABLE** Performance consistently exhibits weaknesses. Continued unacceptable performance is likely to have a negative impact upon students or the school climate. Direct and immediate intervention is required by administrator.

**AREA A: ADMINISTRATION/MANAGEMENT**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
A-1: Establishes and communicates written policies and procedures for the use of the school library.					
A-2: Prepares and administrates the budget for the library based on instructional program needs.					
A-3: Coordinates the acquisition and selection process for resources, equipment, and supplies.					
A-4: Organizes and administers all library materials and equipment in keeping with school procedures.					
A-5: Creates an atmosphere conducive to effective use of the library.					
A-6: Ensures accessibility to resources.					
A-7: Provides for use of current technology.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AREA I: INSTRUCTIONAL SERVICES**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
I-1: Provides group and/or individual instruction for students and staff in the use of library materials and services.					
I-2: Plans and prepares for the teaching/learning experience.					
I-3: Presents instructional lessons or units on library skills, media skills, research skills, and information retrieval.					
I-4: Encourages the integration of media into the curriculum.					
I-5: Provides reference assistance.					

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**AREA A/E: ASSESSMENT/EVALUATION**

A/E-1: Maintains accurate program records.

A/E-2: Integrates and uses assessment information for decision making.

Exemplary	Proficient	Competent	Deficient	Unacceptable

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**AREA C: COLLABORATION**

C-1: Supports classroom teachers in their instructional units.

C-2: Participates in school-wide instructional leadership efforts.

Exemplary	Proficient	Competent	Deficient	Unacceptable

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**AREA P: PROFESSIONALISM**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
P-1: Complies with the copyright law and guidelines, advocates compliance, and shares interpretations with the staff.					
P-2: Participates in a continuous process of professional development.					
P-3: Maintains and projects a positive attitude in working situations with administrators, teachers, and students.					
P-4: Demonstrates a professional demeanor and practices ethical standards appropriate to the profession.					
P-5: Maintains effective communication with the school community.					
P-6: Provides service to the profession and the school.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATOR'S COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**LIBRARIAN'S COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(Either party may attach an additional sheet of paper if space is needed.)

Circle one (1) and initial.

**SUBSEQUENT EVALUATION NEEDED      YES / NO**

**PERSONNEL IMPROVEMENT PLAN      YES / NO**

**SIGNATURES**

Signatures below indicate a conference between the librarian and evaluator was held. The librarian's signature does not necessarily mean agreement with the evaluation. The librarian has a right to request a subsequent evaluation and/or to prepare a written reply to be attached to this evaluation.

**EVALUATOR:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LIBRARIAN:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## ATTACHMENT #5

### PSYCHOLOGIST RESPONSIBILITIES

#### **AREA PL/PR: PLANNING/PREPARATION**

Responsibility PL/PR-1: The psychologist participates in needs assessment activities, planning, and developing interventions, programs, and/or service to students.

*Examples of Performance Indicators:*

- a. Assists in collection and analysis of data.
- b. Interprets data and generates recommendations in written form.
- c. Participates in multi-disciplinary staffing conferences concerning individual cases of special need (academic, social, cultural, emotional, economic).
- d. Provides relevant and useful recommendations based on assessment.
- e. Collaborates with other staff in the planning of programs and services for students.
- f. Assists in planning intervention program objectives that are clearly related to identified needs.
- g. Assists in making recommendations that are helpful in establishing a solution to specific problem situations.
- h. Makes recommendations that are clearly stated.

Responsibility PL/PR-2: The psychologist participates as a contributing member in the MTE committee in determining eligibility and case conference recommendations to help meet the needs of identified students.

*Examples of Performance Indicators:*

- a. Participates in the IEP process.
  1. Conducts psychological testing.
  2. Makes recommendations based on testing results.
  3. Identifies specific supportive services to be provided.
- b. Understands and is able to explain the corporation's referral system.
- c. Assists in developing and evaluating IEPs which are appropriate for each student.

Responsibility PL/PR - 3: The psychologist adheres to written local, state, and federal laws and regulations.

*Examples of Performance Indicators:*

- a. Maintains accurate and up-to-date records.
- b. Recommends and makes decisions in accordance with applicable laws.
- c. Supports established laws, policies, and procedures when dealing with school personnel, students, and parents.

## **AREA A/E: ASSESSMENT/EVALUATION**

Responsibility A/E -1: The psychologist conducts valid psycho educational assessments according to professional standards.

### *Examples of Performance Indicators:*

- a. Selects assessment techniques relevant to identified referral questions.
- b. Demonstrates assessment knowledge and skills in areas of academic performance, behavior, and social/emotional development and functioning.
- c. Conducts non-biased assessments that are sensitive to the student's cultural background.
- d. Uses various techniques to assess classroom/school situations (observation, checklists, questionnaires, sociometrics).
- e. Maintains accurate records of test administration and results.
- f. Previews and incorporates additional information from other sources as necessary (e.g. physical, occupational, and speech language therapists, social workers, doctors).
- g. Incorporates pertinent case history and seeks teacher, student, and parent input.

Responsibility A/E-2: The psychologist analyzes and interprets information to make diagnoses and recommendations regarding needs for services.

### *Examples of Performance Indicators:*

- a. Integrates data from a variety of assessment techniques and sources (e.g., school, home, the medical community).
- b. Correctly assesses normative parameters and test findings in the interpretation of diagnostic data.
- c. Following legal guidelines, records the type and severity of disorder/impairment.
- d. Prepares a written diagnostic report that is comprehensive and objective.

Responsibility A/E-3: The psychologist participates in eligibility determination meetings via MTE and case conference committees to help determine the educational needs of referred students.

### *Examples of Performance Indicators:*

- a. Participates in MTE process as applicable to specific eligibility criteria.
- b. Participates in the case conference process as school psychologist.
  1. Reports input obtained from parent/teacher contacts.
  2. Clearly and concisely reports, orally and in writing, results and recommendations generated from the psychological evaluation, including present levels of educational performance.
  3. Is available to assist with establishing annual goals, short term objectives, and possible educational and support services.
- c. Assists in proper placement of students in school programs and curricula.

## **AREA I: INTERVENTION SERVICES**

Intervention requests are assigned by the case conference coordinator and prioritized in regard to initial and retest caseload in assigned building.

Responsibility I-1: The psychologist suggests realistic and effective intervention strategies for teachers to use with students.

### *Examples of Performance Indicators:*

- a. Carefully observes student behavior or assesses performance before developing intervention strategy.
- b. Responds with suggested strategies after referral or request for assistance.
- c. Assists teacher or student in implementation of strategies if requested.
- d. Seeks feedback from teacher or student regarding effectiveness of intervention strategies.
- e. Develops effective intervention strategies based on knowledge and understanding of learning styles.

Responsibility I-2: The psychologist works effectively with parents.

### *Examples of performance Indicators:*

- a. Gathers diagnostic information from parents.
- b. Develops and recommends effective intervention strategies for parents.
- c. Conducts follow-up conferences with parents to determine efficacy of intervention, as appropriate.
- d. Provides information about relevant community agencies.

Responsibility I-3: The psychologist works effectively with students.

### *Examples of Performance Indicators:*

- a. Intervenes effectively with students in crisis situations.
- b. Uses language appropriate to the listener, including nonvocal communication when necessary.
- c. Maintains confidentiality.
- d. Encourages others to understand and respect those with disabilities.
- e. Demonstrates patience in developing relationships with all students.

Responsibility I-4: The psychologist interprets educational policies, programs, and procedures related to psychological services.

### *Examples of Performance Indicators:*

- a. Explains laws, policies, and regulations relating to psychological services to parents, students, and school personnel.
- b. May contribute articles/information regarding learning theory, child development, and other principles of psychology for school or parent newsletter.

## **AREA M : MANAGEMENT SKILLS**

Responsibility M-1: The psychologist uses time efficiently and effectively.

### *Examples of Performance Indicators:*

- a. Keeps a personal schedule for observations, assessments, services, and other activities.
- b. Provides and follows schedules for assigned schools and informs appropriate people of departures from the schedule.
- c. Keeps referral tracking data updated.
- d. Arranges travel time to maximize student contact and to accomplish other duties.
- e. Works with school staff to schedule acceptable times to work with students.

Responsibility M-2: The psychologist manages case load and scheduling.

### *Examples of Performance Indicators:*

- a. Allots reasonable and appropriate time for observations.
- b. Effectively completes testing responsibilities.
- c. Communicates information in order to comply with necessary time lines.
- d. Completes and reports testing in a timely manner.

## **AREA P: PROFESSIONALISM**

Responsibility P-1: The psychologist demonstrates a professional demeanor and practices ethical standards appropriate to the profession.

### *Examples of Performance Indicators:*

- a. Maintains a professional appearance and demeanor.
- b. Interacts with colleagues in an ethical and professional manner.
- c. Carries out duties in accordance with established corporate/building policies, practices, and regulations.
- d. Completes classroom and school assignments in a timely and effective manner.
- e. Displays habits of punctuality.

Responsibility P-2: The psychologist participates in a continuous process of meaningful professional development.

### *Examples of Performance Indicators:*

- a. Participates in a process of meaningful professional growth activities such as conferences, workshops, course work, committees, and/or membership in professional organizations.
- b. Explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- c. Evaluates and identifies areas of personal strength and weakness and seeks improvement of skills and professional performance.

Responsibility P-3: The psychologist provides service to the profession and the school.

*Examples of Performance Indicators:*

- a. Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- b. Contributes to the overall school climate by supporting school goals and initiatives.
- c. Demonstrates commitment to school by working toward continuous school improvement.

Responsibility P-4: The psychologist maintains effective communication with the school community.

*Examples of Performance Indicators:*

- a. Communicates in a timely manner with parents or guardians concerning student progress or problems.
- b. Responds promptly to parental concerns.
- c. Welcomes parental involvement within the school.
- d. Works cooperatively within the school community.

**Muncie Community Schools  
Administrative Data Form  
Psychologist**

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Psychologist	Dates		
Supervisor	Time		

**AREA PL/PR:      PLANNING/PREPARATION**

PL/PR-1    The psychologist participates in needs assessment activities, planning, and developing interventions, programs, and/or service to students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____  
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PL/PR-2 The psychologist participates as a contributing member in the MTE committee in determining eligibility and case conference recommendations to help meet the needs of identified students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PL/PR-3 The psychologist adheres to written local, state, and federal laws and regulations.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**AREA A/E: ASSESSMENT/EVALUATION**

A/E-1 The psychologist conducts valid psychoeducational assessments according to professional standards.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A/E-2 The psychologist analyzes and interprets information to make diagnoses and recommendations regarding needs for services.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A/E-3 The psychologist participates in eligibility determination meetings via MTE and case conference committees to help determine the educational needs of referred students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AREA I: INTERVENTION SERVICES**

I-1 The psychologist suggests realistic and effective intervention strategies for teachers to use with students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I-2 The psychologist works effectively with parents.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I-3 The psychologist works effectively with students.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I-4 The psychologist interprets educational policies, programs, and procedures related to psychological services.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**AREA M: MANAGEMENT SKILLS**

M-1 The psychologist uses time efficiently and effectively.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

M-2 The psychologist manages case load and scheduling.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**AREA P: PROFESSIONALISM**

P-1 The psychologist demonstrates a professional demeanor and practices ethical standards appropriate to the profession.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

P-2 The psychologist participates in a continuous process of meaningful professional development.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

P-3 The psychologist provides service to the profession and the school.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

P-4 The psychologist maintains effective communication with the school community.

Clear Evidence	Partial Evidence	No Evidence	<u>Source</u> Observation <input type="checkbox"/> Pre-Summative <input type="checkbox"/> Other: <input type="checkbox"/> _____
----------------	------------------	-------------	---

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Comments** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### Definition of Terms

Clear Evidence:	Evaluator verifies that the responsibility is being met or exceeded.
Partial Evidence:	Evaluator observes a marginal demonstration of the responsibility.
No Evidence:	Evaluator observes demonstration of the responsibility which may require further documentation; and therefore, other evidence is necessary to substantiate the responsibility.
Evidence	Examples of specific behavior that support the selected rating.

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### Signature

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Administrator

Date

**Muncie Community Schools  
Summative Evaluation Form  
Psychologist**

Name of Psychologist \_\_\_\_\_  
 School(s): \_\_\_\_\_  
 Position: \_\_\_\_\_  
 School Year: \_\_\_\_\_

**Personnel Status**

**Observations**

**Conferences**

_____ Non-Permanent Yr. 1	Date/Observer Name	
_____ Non-Permanent Yr. 2	1 <sup>st</sup> _____ / _____	Pre-Summative Date: _____
_____ Semi-Permanent Yr. 3	2 <sup>nd</sup> _____ / _____	
_____ Semi-Permanent Yr. 4	3 <sup>rd</sup> _____ / _____	
_____ Semi-Permanent Yr. 5	4 <sup>th</sup> _____ / _____	Summative Date: _____
_____ Permanent		

**RATING SCALE TERMS AND DEFINITIONS**

- EXEMPLARY**                      Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Psychologist serves as a model. Areas for professional growth are self-directed.
- PROFICIENT**                      Performance typically exhibits multiple strengths that favorably impact students and the school climate. Psychology serves as a model in some areas. Areas for professional growth are generally self-directed.
- COMPETENT**                      Performance typically exhibits strengths that impact favorably on students and the school climate. Areas of professional growth can be identified.
- DEFICIENT**                      Performance frequently exhibits weaknesses that may negatively impact students and the school climate. Areas for professional growth will be identified; plans strongly recommended by administrator; and follow-up will be provided.
- UNACCEPTABLE**                      Performance consistently exhibits weaknesses. Continued unacceptable performance is likely to have a negative impact upon students or the school climate. Direct and immediate intervention is required by administrator.

**AREA PL/PR: PLANNING/PREPARATION**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
PL/PR-1: The psychologist participates in needs assessment activities, planning, and developing interventions, programs, and/or service to students.					
PL/PR-2: The psychologist participates as a contributing member in the MTE committee in determining eligibility and case conference recommendations to help meet the needs of identified students.					
PL/PR-3: The psychologist adheres to written local, state, and federal laws and regulations.					

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**AREA A/E: ASSESSMENT/EVALUATION**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
A/E-1: The psychologist conducts valid psychoeducational assessments according to professional standards.					
A/E-2: The psychologist analyzes and interprets information to make diagnoses and recommendations regarding needs for services.					
A/E-3: The psychologist participates in eligibility determination meetings via MTE and case conference committees to help determine the educational needs of referred students.					

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**AREA I: INTERVENTION SERVICES**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
I-1: The psychologist suggests realistic and effective intervention strategies.					
I-2: The psychologist works effectively with parents.					
I-3: The psychologist works effectively with students.					
I-4: The psychologist interprets educational policies, programs, and procedures related to psychological services.					

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**AREA M: MANAGEMENT SKILLS**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
M-1: The psychologist uses time efficiently and effectively.					
M-2: The psychologist manages case load and scheduling.					

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**AREA P: PROFESSIONALISM**

	Exemplary	Proficient	Competent	Deficient	Unacceptable
P-1: The psychologist has a professional demeanor and practices ethical standards appropriate to the profession					
P-2: The psychologist participates in a continuous process of meaningful professional development.					
P-3: The psychologist provides service to the profession and the school.					
P-4: The psychologist maintains effective communication with the school community.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATOR'S COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PSYCHOLOGIST'S COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(Either party may attach an additional sheet of paper if space is needed.)

Circle one (1) and initial.

**SUBSEQUENT EVALUATION NEEDED** YES / NO

**PERSONNEL IMPROVEMENT PLAN** YES / NO

## **SIGNATURES**

Signatures below indicate a conference between the psychologist and evaluator was held. The psychologist's signature does not necessarily mean agreement with the evaluation. The psychologist has a right to request a subsequent evaluation and/or to prepare a written reply to be attached to this evaluation.

**EVALUATOR:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**PSYCHOLOGIST:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TEACHER EVALUATION PROCESS****SUMMARY**

	<b>Non-permanent &amp; Semi-permanent Teachers</b>	<b>Permanent Teachers</b>
STEP #1	Building administrator(s) meet(s) with all teachers who must be evaluated. Non-permanent and semi-permanent are evaluated every year by Dec. 31. (Prior to Holiday Break)	Building administrator(s) meet(s) with all teachers to be evaluated. Permanent teachers are evaluated on a 3-year cycle. The evaluation is to be finished by April 1.
STEP #2	Observation 1 - The teacher is observed for the purpose of evaluation not earlier than September 15 (Oct. 1 for a first year teacher). This observation is unscheduled.  NOTE: See section on observations for more information.	Observation 1 - The teacher is observed for the purpose of evaluation not earlier than September 15. This observation is unscheduled.  NOTE: See section on observations for more information.
STEP #3	Observation 2 - Unscheduled	Permanent teachers have a second observation later in the process.
STEP #4	Pre-Summative Conference - The teacher and administrator(s) will meet to share information as part of the data collection process.  This meeting should be substantive in nature and allow the administrator to share thoughts and ideas as well as providing the teacher with an opportunity to provide information and ask questions.  NOTE: See later sections on conferences, data collection notebooks, student surveys and administrative data collection form.	Pre-Summative Conference - The process for permanent teachers will be the same as for non-permanent and semi-permanent teachers.
STEP #5	Observation 3 - This is a scheduled observation.	Observation 2 - This is a scheduled observation.
STEP #6	Summative Evaluation Conference - At the completion of the evaluation process, the teacher will meet with the administrator(s) and receive a completed Summative Evaluation Form.	Summative Evaluation Meeting - The process is the same for all teachers.

## Attachment #7

### DATA COLLECTION NOTEBOOK

Data collection by the teacher can be an important source of information used to measure performance. A Data Collection Notebook will provide an opportunity for teachers to participate in the documentation process by maintaining their own collection of materials. Assessment materials, awards, course credits, letters and notes are all examples of items that could be included within the notebook.

Examples of documentation that a teacher might enclose in a Data Collection Notebook include samples of student work, logs or journals, schedules, published tests, and notes from parents. Attached is a listing of other materials/documents that may be attached. The documentation included is to be not more than three (3) years old.

All teachers are encouraged **BUT NOT REQUIRED** to provide additional information in the Data Collection Notebook. The purpose of the notebook is to document outstanding performance, not just to create a notebook. Emphasize the quality of your demonstrations of competence, not the quantity of material inserted. It is quality, not quantity. The suggestions (See Attachment #7) are examples to help the teacher in assembling a notebook but should not be considered required or restrictive.

The Data Collection Notebook:

1. is a three-ring notebook with dividers provided by the school corporation;
2. will contain only those items that the teacher chooses to include in the areas of Instruction, Management, and/or Professionalism;
3. may contain only those items that will fit within the three-ring binder. Large items should be photographed or photocopied for inclusion in the notebook;
4. is the property of the teacher. It moves with the teacher from school to school or assignment to assignment whenever the teacher moves. If the teacher leaves the school district, the Data Collection Notebook shall be considered the property of the teacher and may be taken as personal property upon departure from the school corporation; and,
5. will be discussed during the Pre-Summative and Summative Conferences if the teacher chooses to submit a Data Collection Notebook.

**Sample Activities: Data Collection Notebook**

## FOR DOCUMENTING RESPONSIBILITIES

Code	TEACHERS
I	<i>Instructional Skills</i>
M	<i>Management Skills</i>
P	<i>Professionalism</i>

Areas of Responsibility	Activities
I, P	1. a log of inservice/staff development activities for the evaluation period
I, P	2. a list of courses, seminars, workshops, or conferences attended during the evaluation period
I	3. a lesson/intervention plan which may include goals, objectives, activities, resources, and assessment measures
I	4. a summary of a plan for integrating instruction or services or for creating interdisciplinary units [(for example: integrating language arts and art)]
I	5. written evidence of integrating writing and content reading into classroom instruction
I	6. a list of <i>instructional activities for a unit/lesson</i>
I	7. a listing of attempts to accommodate for multiple ability levels and learning styles
I	8. evidence of planning, development, and/or implementation of an enrichment activity such as a field trip, speaker, or resource file
I	9. photographs of teacher-made displays
I	10. samples or photographs of instructional materials created by the teacher
I	11. an explanation of the teacher's record-keeping system and how it is used in reporting student progress
I, P	12. copies of teacher-made tests or other assessment measures
I	13. a copy of a scoring rubric(s) used for evaluating student work
	14. grading procedures
I, P	15. copies, photocopies, or photographs of student work with written comments from the teacher <b>DELETE STUDENT IDENTIFICATION</b>
I, M	16. a list of classroom rules
I, M	17. a diagram of creative classroom arrangements
I, M	18. a daily classroom schedule/routine
I, M, P	19. examples of procedures for communicating with parents and students
I, P	20. documentation of collaboration with colleagues
I, P	21. copies of any materials submitted to professional newsletters, journals, or other publications
I, P	22. list of participation in professional societies and organizations
I, P	23. a list of achievements and recommendations
P	24. a listing of committee participation

Sample 9

**Muncie Community Schools  
STUDENT SURVEY  
Grades K – 2**

This survey is to be read to the students. Students will circle YES or NO.

---

1. My teacher gives me help when I need it.	YES	NO
2. My teacher shows me how to do new things.	YES	NO
3. I learn new things in my class.	YES	NO
4. There are rules in my classroom.	YES	NO
5. I like the way my classroom looks.	YES	NO
6. My teacher tells me when I do good work.	YES	NO
7. My teacher always has something for me to work on.	YES	NO
8. I can talk with my teacher.	YES	NO

---

Comments:

Sample 9a

**Muncie Community Schools  
STUDENT SURVEY  
Grades 3 – 5**

This survey is to be read to the students. Students will circle YES, NO or SOMETIMES.

1.	My classroom is a good place for learning.	YES	NO	SOMETIMES
2.	My teacher tells me what I need to learn.	YES	NO	SOMETIMES
3.	My teacher gives me work that makes me think.	YES	NO	SOMETIMES
4.	My teacher makes learning interesting.	YES	NO	SOMETIMES
5.	My teacher uses many things to help me learn such as books, papers, computers, the chalkboard, etc.	YES	NO	SOMETIMES
6.	My teacher explains things so I can understand them.	YES	NO	SOMETIMES
7.	My teacher answers my questions.	YES	NO	SOMETIMES
8.	My teacher encourages me to participate in class.	YES	NO	SOMETIMES
9.	My teacher encourages me to think for myself.	YES	NO	SOMETIMES
10.	I can talk with my teacher.	YES	NO	SOMETIMES
11.	My teacher helps me understand my mistakes.	YES	NO	SOMETIMES
12.	My teacher treats students fairly.	YES	NO	SOMETIMES

Comments:

**Muncie Community Schools  
STUDENT SURVEY  
Grades 6 - 8  
Class Period \_\_\_\_\_**

Students will circle YES, NO, or SOMETIMES.

1. My classroom is a good place for learning.	YES	NO	SOMETIMES
2. My teacher tells me what I am expected to learn.	YES	NO	SOMETIMES
3. My teacher gives me work that makes me think.	YES	NO	SOMETIMES
4. My teacher makes learning interesting and meaningful.	YES	NO	SOMETIMES
5. My teacher uses a variety of materials to help me learn such as books, papers, computers, videos, etc.	YES	NO	SOMETIMES
6. My teacher explains things so I can understand them.	YES	NO	SOMETIMES
7. My teacher answers my questions about the lessons.	YES	NO	SOMETIMES
8. My teacher encourages me to participate in class.	YES	NO	SOMETIMES
9. My teacher encourages me to think for myself.	YES	NO	SOMETIMES
10. My teacher gives tests that cover what was taught.	YES	NO	SOMETIMES
11. My teacher gives me enough time to finish tests.	YES	NO	SOMETIMES
12. My teacher helps me understand my mistakes.	YES	NO	SOMETIMES
13. My teacher encourages me to be successful.	YES	NO	SOMETIMES
14. My teacher keeps me informed of my progress.	YES	NO	SOMETIMES
15. My teacher clearly explains and expects me to follow classroom rules.	YES	NO	SOMETIMES

Comments:

**Muncie Community Schools**  
**STUDENT SURVEY: GRADES 9-12**  
**Class Period \_\_\_\_\_**

Students should not put their names on the survey. Students will circle answers.

My teacher . . .	Circle One
1. clearly explains the class requirements to students.	Yes Sometimes No
2. helps me to meet class requirements.	Yes Sometimes No
3. clearly explains how I will be graded.	Yes Sometimes No
4. encourages me to think for myself.	Yes Sometimes No
5. provides opportunities for extra help.	Yes Sometimes No
6. provides assignments that reinforce concepts being taught.	Yes Sometimes No
7. provides tests which cover material taught in the class.	Yes Sometimes No
8. keeps me informed of my progress.	Yes Sometimes No
9. sets high standards and expectations for everyone.	Yes Sometimes No
10. uses class time effectively.	Yes Sometimes No

My teacher . . .	Circle One	Comments
11. manages classroom control. (OR "maintains classroom control.")	Yes Sometimes No	
12. enforces disciplinary rules consistently.	Yes Sometimes No	
13. makes learning interesting.	Yes Sometimes No	
14. uses a variety of resources such as technology, books, and handouts when teaching class.	Yes Sometimes No	
15. uses a variety of methods to present material such as lectures, videos, group work, and class participation.	Yes Sometimes No	

Please tell me what you like most and least about this class.