

Appendix O

School Town of Munster

TEACHER EVALUATION PLAN

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Revision – Spring 2006

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This plan was developed collaboratively between representatives of the Munster Teachers Association and the administration over a period of two school years, 2000-01 and 2001-02. The plan is inspired by the presentation of Jim Ellsberry, president of the DeWitt Institute for Professional Development; based on the research of Charlotte Danielson and Thomas McGreal, as described in their book, *Teacher Evaluation to Enhance Professional Practice* (ASCD, 2000); and modeled after the Professional Appraisal System of Addison School District 4 in Addison, Illinois. The plan was revised during the 2005 – 06 school year and will be revisited during the 2009 – 10 school year.

Ratified by the Munster Teachers Association
February 27, 2007

Approved by the Board of School Trustees
February 28, 2007

Plan renewed through June 30, 2015
per Amendatory Agreement to the Collective Bargaining Agreement

Ratified by the Munster Teachers Association
November 29, 2010

Approved by the Board of School Trustees
December 9, 2010

STATEMENT OF PHILOSOPHY

Vision Statement...

Our focus of teacher evaluation in the School Town of Munster is for the betterment of the students, the teacher, and the school corporation.

Professional Growth Plan Philosophy...

Everyone involved with the School Town of Munster is committed to the continuation of the district's strong educational program. Professional growth of the staff is a key element to our continued excellence.

The success of our Professional Growth Plan hinges directly upon two key components: 1) the teacher's commitment to develop and participate in his or her plan, and 2) the administrator's commitment to providing the means necessary to carry out that plan. The ultimate objective is to improve the quality of education and professional development.

Purposes...

Our Professional Growth Plan is based on the fact that teachers are motivated to grow professionally. To that end, the teachers must take ownership of their own professional growth and be allowed to establish their own goals. Failure to meet a specific goal does not indicate failure of the teacher to reach desired outcomes; rather, it is the processes the teacher embarks upon and the experience gained from the effort that is the true measure of professional growth.

The administrator's role in the Professional Growth Plan is to provide appraisal and feedback that is positive in both nature and intent. The administration has an obligation to be supportive of staff members. A teacher's Professional Growth Plan should never be used as a means of discipline or correction, but should be viewed as a positive effort the teacher is making towards the betterment of self and the teaching profession.

Procedures...

Evaluation of staff members is done continually on either a formal or informal basis. Non-permanent and semi-permanent staff members are evaluated formally and informally to assist them in reaching the level of permanent status. Permanent staff members are evaluated on an informal basis unless the need arises for placement in the Professional Assistance Plan. If a permanent staff member does not meet the minimum expectations, the staff member will be placed on a Professional Assistance Plan. The Professional Assistance Plan is used only to assist a teacher in meeting minimum expectations.

STM Evaluation Plan

Philosophy and Beliefs

Professional Competency Domains

Non-permanent and Semi-permanent Plan

WHO:
Non-permanent and semi-permanent teachers

WHAT:
Observation and evaluation of performance based on professional competencies.

PURPOSE:
To ensure that standards for performance are understood, accepted, and demonstrated.
To provide a common ground for understanding the professional competencies.
To provide accountability for decisions to continue employment.

METHOD:
Classroom observation, along with verbal and written feedback.
Review of artifacts.
Discussion of professional practices.

Professional Growth Plan

WHO:
Permanent teachers

WHAT:
Professional Growth Plan

PURPOSE:
To enhance professional growth.
To improve student learning.
To provide feedback on professional issues and undertakings.
To focus on school improvement initiatives.

METHOD:
Development of plan by staff member and administrator.
Various methods of staff development and inservice.
Feedback to staff members.

Professional Assistance Plan

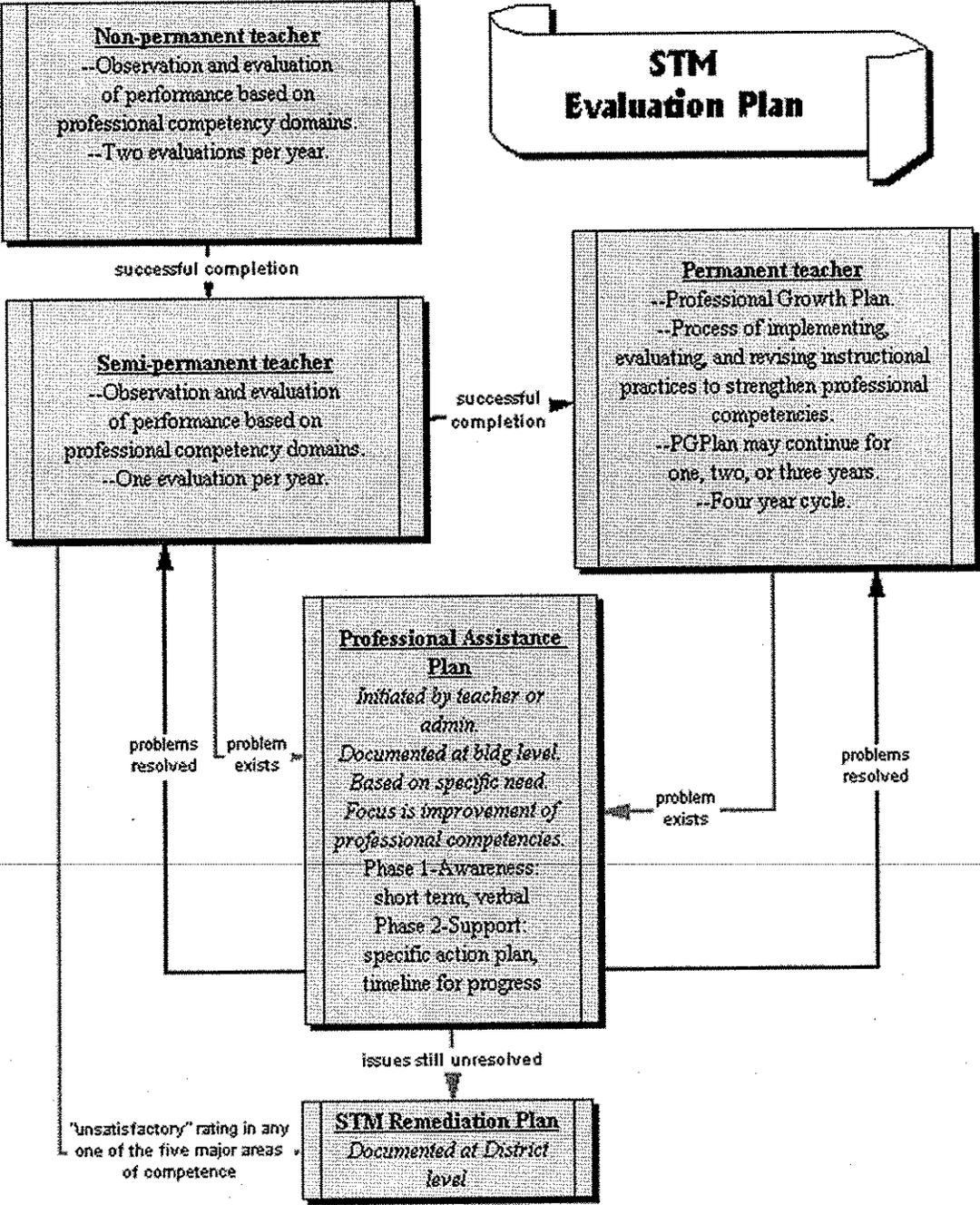
WHO:
Semi-permanent and permanent teachers

WHAT:
Direct assistance to improve effectiveness

PURPOSE:
To provide specific support to the staff member in efforts to improve professional competency in identified areas.

METHOD:
Observation and feedback focused specifically on identified areas of needed improvement.

STM Evaluation Plan



PROFESSIONAL COMPETENCY DOMAINS

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy

<u>Element</u>	<u>Expectations</u>	The Teacher:
Knowledge of Content	demonstrates content knowledge and makes connections	
Knowledge of Content-Related Pedagogy	searches for "best practice"	

1b. Demonstrating Knowledge of Students

<u>Element</u>	<u>Expectations</u>	The Teacher
Knowledge of Students' Varied Approaches to Learning	understands the different approaches to learning that different students exhibit	
Knowledge of Students' Skills	displays an understanding of student skills and knowledge	
Knowledge of Community's Cultural Heritage	displays a knowledge of the cultural heritage of the community	

1c. Selecting Instructional Goals

<u>Element</u>	<u>Expectations</u>	The Teacher
Goals are Measurable	selects goals that permit viable methods of assessment	
Goals are Suitable for Diverse Students	takes into account the varying needs of students and ensures that several different types of learning are utilized	
Goals are Applicable	includes the integration of subject matter	

1d. Demonstrating Knowledge of Resources

<u>Element</u>	<u>Expectations</u>	The Teacher
Resources for Teaching	uses the district's curriculum as the basis for planning and writing learning units	
Resources for Students	uses resources available through the school, district, and community as it applies to subject and grade level	
Personnel Resources	utilizes personnel resources as appropriate	

1e. Designing Coherent Instruction

<u>Element</u>	<u>Expectations</u>	The Teacher
Learning Activities	provides relevant instructional goals which reflect state standards	
Instructional Materials and Resources	supports the instructional goals and engages students in meaningful learning	
Lesson and Unit Structure	defines structure and has time allocations	

DOMAIN 2: INSTRUCTION

2a. Using Questioning and Discussion Techniques

<u>Element</u>	<u>Expectations</u>	The Teacher
Quality of Questions	asks questions of quality, with adequate response time and contain a variety of thinking levels	
Discussion/Participation	promotes classroom interaction that engages students in discussion/participation	

2b. Engaging Students in Learning

<u>Element</u>	<u>Expectations</u>	The Teacher
Representation of Content	links content to the students' prior knowledge	
Activities and Assignments	develops instruction designed to engage students in constructing meaning	
Grouping of Students	uses instructional grouping patterns when appropriate	
Instructional Materials	chooses materials to increase student engagement	
Structure and Pacing	organizes activities around lessons that have a defined pace and structure	
Variety of Strategies	uses a variety of instructional strategies to meet the needs of a variety of learners	

2c. Providing Feedback to Students

<u>Element</u>	<u>Expectations</u>	The Teacher
Specific	provides feedback that is specific	
Timeliness	provides feedback in a timely manner	

2d. Demonstrating Flexibility and Responsiveness

<u>Element</u>	<u>Expectations</u>	The Teacher
Lesson Adjustment	demonstrates flexibility and responsiveness by adjusting the lesson when appropriate	
Response to Students	accommodates students' questions, comments or interests	

2e. Utilizing Technology in Instruction

<u>Element</u>	<u>Expectations</u>	The Teacher
Curriculum Resource	uses technology as a resource to support the curriculum	
Instruction	provides opportunities for students to use technology for learning	
Student use	encourages and guides students in the use of available technology	

DOMAIN 3: ASSESSMENT

3a. Assessing Student Learning

<u>Element</u>	<u>Expectations</u>	The Teacher
Congruence with Instructional Goals	shows alignment exists between what is planned, taught, and assessed	
Criteria and Standards	has an understanding of criteria and standards which is communicated to students	
Use for Planning	uses assessments results to plan and modify instruction for individuals and groups of students	
Variety	uses a variety of assessment strategies	

3b. Providing Feedback to Students

<u>Element</u>	<u>Expectations</u>	The Teacher
Specific	provides feedback that is specific	

Timeliness provides feedback in a timely manner

DOMAIN 4: THE LEARNING ENVIRONMENT

4a. Creating an Environment of Respect and Rapport

<u>Element</u>	<u>Expectations</u>	The Teacher
Teacher Interactions With Students	demonstrates respect towards students	
Student Interaction	promotes student-to-student interactions which are polite and respectful	

4b. Establishing a Culture for Learning

<u>Element</u>	<u>Expectations</u>	The Teacher
Importance of the Content	shows enthusiasm for the content and conveys its importance	
Student Pride in Work	encourages students to demonstrate pride and quality in their work	
Expectations for Learning and Achievement	conveys high expectations for achievement through instructional goals and activities, interactions, and environment	
Means for Success	provides a means for individual students to meet with success	
Self-expression	encourages students to express themselves	
Respects Opinions	listens to students and respects their opinion	

4c. Managing Classroom Procedures

<u>Element</u>	<u>Expectations</u>	The Teacher
Management of Instructional Groups	is organized so students are productively engaged	
Management of Transitions	transitions little loss of instructional time	
Management of Materials and Supplies	provides routines for handling materials and supplies	

4d. Managing Student Behavior

<u>Element</u>	<u>Expectations</u>	The Teacher
Expectations for Student Behavior	establishes rules and expectations that are clear, fair and conducive to learning	
Monitoring of Student Behavior	is alert to student behavior	
Response to Student Misbehavior	responds to misbehavior appropriately and respects students' dignity; communicates discipline procedures and misbehaviors with parents and administrators when appropriate	

4e. Organizing Physical Space

<u>Element</u>	<u>Expectations</u>	The Teacher
Safety	assures that classroom is safe	
Use of Physical Resources	uses physical resources optimally, appropriately and follows state-mandated safety guidelines	

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

5a. Reflecting on Teaching

<u>Element</u>	<u>Expectations</u>	The Teacher
Lesson Effectiveness	makes assessments of the effectiveness of lessons	
Use in Future Teaching	brainstorms alternative strategies which may be tried in the future	

5b. Maintaining Accurate Records

<u>Element</u>	<u>Expectations</u>	The Teacher
Student Completion of Assignments	maintains information on student completion of assignments	

Student Progress in Learning

maintains records of student progress

5c. Communicating with Families and Colleagues

Element

Expectations

The Teacher

Information About the Instructional Program

provides information to parents, as appropriate, regarding the instructional program

Information About Individual Students

communicates with parents about student progress

Relationships with Colleagues

develops and maintains relationships with colleagues

Communication

utilizes technology to communicate with colleagues, students and parents

NON-PERMANENT AND SEMI-PERMANENT TEACHER EVALUATION PLAN

Overview of the Evaluation Process

Non-permanent teachers will be evaluated at least twice each year for the first two years:

- First evaluation to be completed by December 1
- Second evaluation to be completed by February 28

Semi-permanent teachers will be evaluated once per year for years three through five:

- The evaluation to be completed by December 31

The non/semi-permanent evaluation plan shall consist of both informal and formal observations, and discussion sessions that focus on the professional competency domains.

Informal Observation

In addition to the formal steps indicated below, informal observations can occur under the following circumstances:

- The evaluator's visits to the teacher's classroom or teaching situation may be unannounced. Each informal evaluation should be followed by written or oral comments by the observer.
- Observation of behaviors during a wide variety of situations will occur outside the classroom. Data gathered through informal observation may become part of the final evaluation report.

Formal Observation

- A pre-observation conference will be scheduled within the first three months of the evaluation cycle so that the teacher and administrator can agree upon initial and subsequent observation/meeting dates, to discuss the expectations as outlined in the professional competency domains, and to review the Pre-Observation Form.
- Prior to the scheduled observation, the teacher will submit to the administrator the completed Pre-Observation Form for the activity to be observed.
- Formal observation takes place.
- A post-observation meeting will be scheduled. Teacher and evaluator will reflect on the observation using the Observation Reflection questions as a guideline for discussion. The administrator will determine whether the teacher has met or exceeded a minimum level of performance (Summative Performance Review). An "Unsatisfactory" rating in any one of the five major areas of competence indicates a need for corrective action. A semi-permanent teacher who receives an "Unsatisfactory" rating in any one of the five major areas of competence will be placed on the School Town of Munster Remediation Plan.

SCHOOL TOWN OF MUNSTER

Pre-Observation Form

Non-Permanent/Semi-Permanent Teacher

(Completed form due to administrator prior to formal observation)

Name _____

School _____

Date of Pre-Conference _____

Date/Time of Observation _____

Grade Level/Content Area Observed _____

1. Briefly describe the students in this class, including those with special needs.
2. What are the goals/objectives for the lesson? What do you want the students to learn?
3. Why are these goals/objectives suitable for this group of students?
4. How do these goals/objectives support the district's curriculum and state standards?

5. How do you plan to engage students in the content? What will you do? What will the students do?

6. What do you plan on doing if students do not understand the material?

7. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.)

8. How do you plan to assess student achievement of the goals/objectives? What procedures will you use? (Attach any tests or performance tasks with rubrics or scoring guides.)

Teacher comments pertaining to observation setting: List any items you might want to call to the attention of the administrator.

SCHOOL TOWN OF MUNSTER
Observation Reflection Form
Non-Permanent/Semi-Permanent Teachers
(Completed form to be brought to the post-observation conference)

Name _____ School _____

Grade/Subject _____

Observation Date _____ Time _____

Post-Observation Date _____

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals/objectives met? Explain.

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

5. Provide samples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.

Teacher's signature/date

Administrator's signature/date

The administrator's signature indicates he or she has read the above information
not that he or she agrees or disagrees with the findings.

SCHOOL TOWN OF MUNSTER
Administrator's Observation Reflection Form
Non-Permanent/Semi-Permanent Teacher

Teacher's Name _____ School _____

Grade/Subject _____

Observation Date _____ Time _____

Post-Observation Date _____

1. To what extent were students productively engaged?

2. Were the instructional goals/objectives met? Explain.

3. What were the strengths of the lesson?

4. What are the suggestions for improvement?

Teacher's signature/date

Administrator's signature/date

The teacher's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. The teacher is invited to include comments as an attachment.

SCHOOL TOWN OF MUNSTER
Pre-Observation Form for Non-Permanent/Semi-Permanent
(Media Specialist, Counselor, Social Worker,)

(Completed form due to administrator prior to formal observation)

Name _____

School _____

Date of Pre-Conference _____

Date/Time of Observation _____

Position _____ Activity Observed _____

1. Briefly describe the activity and the audience.
2. What are the goals/objectives for the activity?
3. Why are these goals/objectives suitable for this audience?
4. How do these goals/objectives support the district's curriculum and state standards?

5. How will the audience be engaged in the activity? What will you do?
6. Do you anticipate audience members having difficulty with the activity? If so, what? How you will address these concerns?
7. What materials or other resources, if any, will you use? (Attach sample materials you will be using in the activity, if appropriate.)
8. What will the audience have gained through this activity? How will you assess the audience's understanding?
Comments pertaining to observation setting: List any items you might want to call to the attention of the administrator.

SCHOOL TOWN OF MUNSTER
Observation Reflection Form for Non-Permanent/Semi-Permanent
(Media Specialist, Counselor, Social Worker,)

(Completed form to be brought to the post-observation conference)

Name _____ School _____

Position _____ Activity _____

Observation Date _____ Time _____

Post-Observation Date _____

1. As I reflect on the activity, to what extent was the audience productively engaged?

2. Did the audience learn what I intended? Were my goals/objectives met? Explain.

3. Did I alter my goals/plan? If so, why?

4. If I had the opportunity would I do anything differently? Why?

5. If there were one thing from this activity that I could share with a colleague, what would it be?

Signature/date

Administrator's signature/date

The administrator's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings.

SCHOOL TOWN OF MUNSTER
Administrator's Observation Reflection Form for Non-Permanent/Semi-Permanent
(Media Specialist, Counselor, Social Worker,)

Name _____ School _____

Position _____ Activity _____

Observation Date _____ Time _____

Post-Observation Date _____

1. To what extent was the audience productively engaged?

2. Were the goals/objectives met? Explain.

3. What were the strengths of the activity?

4. What are the suggestions for improvement?

Signature/date

Administrator's signature/date

The evaluatee's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. He or she is invited to include comments as an attachment.

SCHOOL TOWN OF MUNSTER
Summative Performance Review: Semi-Permanent/ Non-Permanent Teacher

School Year

Non-permanent

Semi-permanent

Teacher's Name

School

This performance review is the summative record of the appraisal cycle activities and will become part of the teacher's permanent file. It is based on pre- and post-observation conferences, informal observations, artifacts, and formal observations. Formal observations occurred on the following dates:

1. The teacher plans and prepares effectively.

Sample Criteria (representative but not all-inclusive):

- o Develops and sequences long- and short-term objectives and learning activities within district curriculum guides
- o Diagnoses learning needs and abilities of each student and designs objectives and/or lessons based upon knowledge derived from diagnosis
- o Prepares plans which correlate with specific instructional objectives
- o Plans instructional activities that communicate high level of expectation
- o Selects instructional methods (models), learning activities, and materials that are compatible with content, learning styles, and student abilities
- o Constructs a variety of learning activities
- o Develops extended and enriched activities to challenge students beyond the required curriculum
- o Plans and demonstrates an effective organizational system, including planning for the entire instructional period

Unsatisfactory

Emerging

Progressing

Evident

Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

2. The teacher instructs effectively.

Sample Criteria (representative but not all-inclusive):

- o Opens lesson with appropriate strategies: makes objectives known to the students to direct their learning, establishes purpose of lesson, begins with a review of the previous lesson, promotes student involvement, etc.
- o Teaches content as it relates to district objectives, using specific teaching methods for instruction, such as lecture, cooperative learning, inquiry method, demonstration, discussion, and technology
- o Relates new information to previous knowledge, future learning or relevant life experiences
- o Uses questions to promote understanding and formulates questions based on the needs of the students and complexity of the material
- o Creates expectations for all students to participate
- o Provides cues to prompt, correct or expand student answers and provides wait-time for student responses
- o Uses instructional methods that promote desired outcomes in the learning process
- o Provides relevant examples and models higher-level thinking by teaching the processes of analysis, synthesis and evaluation
- o Presents definitions, examples, illustrations or concrete points of reference
- o Moves among students observing and responding to student behavior as it relates to the delivery of the lesson
- o Maintains a high level of student time on task (time on learning)
- o Uses strategies to involve students in critical thinking processes
- o Uses student verbal and non-verbal behaviors to determine whether further clues or explanations are needed
- o Revises instruction during the lesson based on student responses
- o Provides opportunities for students to demonstrate new learning with teacher support
- o Provides opportunities to practice learned material at school and at home
- o Summarizes lesson by using appropriate strategies

Unsatisfactory

Emerging

Progressing

Evident

Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

3. The teacher assesses students effectively.

Sample Criteria (representative but not all-inclusive):

- o Provides formative evaluation that assesses and encourages student progress
- o Uses techniques to check understanding and progress of all students at regular intervals
- o Provides consistent flow of feedback on student performance that allows students to measure self progress
- o Provides summative evaluation that measures student achievement

_____ _____ _____ _____
Unsatisfactory Emerging Progressing Evident

Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

4. The teacher maintains a positive learning environment.

Sample Criteria (representative but not all-inclusive):

- o Portrays positive self-concept and attitude toward teaching
- o Treats students in a professional teacher-student manner
- o Displays enjoyment and enthusiasm for teaching and expects students to enjoy learning
- o Recognizes individual and cultural diversity of students and does not communicate prejudices about other cultures, gender, and ability
- o Serves as a positive role model in the school environment
- o Enhances positive student self-concept and attitude toward learning
- o Establishes the learning environment so as to encourage positive student behavior
- o Conveys clear behavioral expectation to students and parents and monitors for compliance
- o Addresses student problems in an organized, fair and consistent manner
- o Responds to student misbehavior in a constructive way
- o Works with parents, support staff and others to develop and carry out a plan to improve specific and chronic behavior problems

_____ _____ _____ _____
Unsatisfactory Emerging Progressing Evident

Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

5. The teacher fulfills personal and professional responsibilities effectively.

Sample Criteria (representative but not all-inclusive):

- Meets at least a minimal level of performance of the effective teaching behaviors
- Meets and instructs students at designated locations and times
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities
- Maintains records as required by law, district policy, and administrative regulations
- Assists in upholding and enforcing school rules and administrative regulations
- Makes provision for being available to students and parents for education-related purposes outside the instructional day when necessary and under reasonable terms
- Attends and participates in faculty, department, and district meetings
- Cooperates with other members of the staff in planning instructional materials
- Assists in the selection of books, equipment, and other instructional materials
- Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students
- Establishes and maintains cooperative professional relations with others
- Performs related duties as assigned by the administration in accordance with district policies and practices

Unsatisfactory

Emerging

Progressing

Evident

Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

Teacher's signature/date

Administrator's signature/date

The teacher's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. The teacher is invited to include comments as an attachment.

SCHOOL TOWN OF MUNSTER
Summative Performance Review: Semi-Permanent / Non-Permanent
 (Media Specialist, Counselor, Social Worker)

School Year _____ Non-permanent _____ Semi-permanent _____

 Name School

This performance review is the summative record of the appraisal cycle activities and will become part of the employee's permanent file. It is based on pre- and post-observation conferences, informal observations, and artifacts. Formal observations occurred on the following dates:

1. Plans and prepares effectively.

Sample Criteria (representative but not all-inclusive):

- Diagnoses needs and abilities of each student and designs activities or strategies based upon knowledge derived from diagnosis
- Plans activities that communicate high level of expectation
- Selects methods, activities, and materials that are compatible with content, learning styles, and student abilities
- Constructs a variety of activities to meet students' needs
- Plans and demonstrates the use of effective organizational system

 Unsatisfactory

 Emerging

 Progressing

 Evident

Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

2. Instructs/Presents Material effectively.

Sample Criteria (representative but not all-inclusive):

- Relates new information to previous knowledge, future learning or relevant life experiences
- Uses questions to promote understanding and formulates questions based on the needs of the

audience

- Uses instructional methods that promote desired outcomes in the learning process
- Presents definitions, examples, illustrations or concrete points of reference
- Moves among students observing and responding to student behavior as it relates to the delivery of the lesson
- Maintains a high level of on task (time on learning)
- Uses strategies to involve audience in critical thinking processes
- Uses verbal and non-verbal behaviors to determine whether further clues or explanations are needed
- Revises instruction during the activity based on responses
- Provides opportunities for audience to demonstrate understanding
- Summarizes activity by using appropriate strategies

Unsatisfactory

Emerging

Progressing

Evident

Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

3. Assesses audience effectively.

Sample Criteria (representative but not all-inclusive):

- Provides formative evaluation that assesses and encourages progress
- Uses techniques to check understanding and progress at regular intervals
- Provides consistent flow of feedback

Unsatisfactory	Emerging	Progressing	Evident
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Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

4. Maintains a positive environment.

Sample Criteria (representative but not all-inclusive):

- Portrays positive self-concept and attitude toward students, school environment or activity
- Treats students and parents in a professional manner
- Displays enjoyment and enthusiasm for education and expects students to enjoy learning
- Recognizes individual and cultural diversity of students and does not communicate prejudices about other cultures, gender, and ability
- Serves as a positive role model in the school environment
- Enhances positive student self-concept and attitude toward learning
- Establishes an environment that encourages positive student behavior
- Conveys clear behavioral expectation to students and parents and monitors for compliance
- Addresses student problems in an organized, fair and consistent manner
- Works with parents, support staff and others to develop and carry out a plan to improve specific issues

Unsatisfactory	Emerging	Progressing	Evident
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Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

5. Fulfills personal and professional responsibilities effectively.

Sample Criteria (representative but not all-inclusive):

- Meets at least a minimal level of performance
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities
- Maintains records as required by law, district policy, and administrative regulation
- Assists in upholding and enforcing school rules and administrative regulations
- Makes provision for being available to students and parents for education-related purposes outside the instructional day when necessary and under reasonable terms
- Attends and participates in faculty, department, and district meetings
- Cooperates with other members of the staff in planning instructional materials
- Assists in the selection of books, equipment, and other instructional materials when necessary
- Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students
- Establishes and maintains cooperative professional relations with others
- Performs related duties as assigned by the administration in accordance with district policy and practice

Unsatisfactory

Emerging

Progressing

Evident

Summary:

Next Steps (required for a rating of unsatisfactory or emerging):

A semi-permanent evaluatee who receives an "Unsatisfactory" rating in any of the five major areas of competence will be placed on the Remediation Plan as outlined in the overall evaluation process.

Signature/date

Administrator's signature/date

The evaluatee's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. He/she is invited to include comments as an attachment.

PERMANENT TEACHERS PROFESSIONAL GROWTH PLAN

Options and Choices

One of the primary objectives of the School Town of Munster is excellence in teaching. Professional growth and development is essential to meeting this goal. The School Town of Munster Professional Growth Plan recognizes that professional development requirements are diverse and that individuals or small groups of teachers and certified staff can use their time wisely to meet their own needs.

The teacher develops a goal(s) and a plan that will meet that goal(s). The Professional Growth Plan allows teachers to implement, evaluate and revise their instructional practices to strengthen the professional competencies. While achieving the identified goals is the objective, it is the process of working toward those goals that recognizes the individual as a true professional.

Professional development is a teacher or certified staff directed initiative intended to improve the quality of education. It consists of a variety of activities including studying professional literature or materials, taking courses, participating in research, engaging in collegial group activities, and attending conferences. Professional development does not involve grading student work, setting-up classrooms, planning lessons, or participating in personal endeavors. The ultimate goal of professional development for teachers and certified staff is increased student learning. Thus, the Professional Growth Plan is the generation of knowledge concerning teaching or the acquisition of experience, skill and information that enables one to perform at a higher level of proficiency in his or her profession.

Individual or Team Professional Growth Participants

Teachers may participate as part of a team with grade level colleagues and/or members of department teams; however, each teacher must develop his/her own Professional Growth Plan. Teachers may elect to work individually.

Duration of Professional Growth Plan

An evaluation cycle consists of four years. A teacher's sixth year (first year as a permanent teacher) will be the first year of his/her first Professional Growth Plan, repeating the cycle every four years.

Professional Growth Plans may continue for one, two or three years. The original time-line of a Professional Growth Plan may be extended by mutual agreement of the teacher and the principal, not to exceed four years.

Professional Growth Plan Goals

Teachers will develop goals and a growth plan to improve and enrich the quality of their teaching. By selecting worthy, meaningful goals and converting them into action plans, teachers will make an even more significant difference in the lives of the students they serve.

Professional Growth Plan Activities/Methods

Activities and methods that support the goal(s) may include any of the following:

- a. action research
- b. peer coaching
- c. self-assessment of teaching through video taping
- d. mentoring
- e. graduate course work
- f. classroom observations
- g. development of teaching materials/instructional units
- h. discussion groups (participant meetings)
- i. workshops (instructor or participant)
- j. school improvement team participation
- k. internal review team participation
- l. administrative suggestion
- m. other

Professional Growth Plan Artifacts/Materials

Artifacts are indicators of progress that demonstrate professional growth and may include tangible or intangible outcomes. Artifacts are the property of the teacher.

Professional Growth Plan Responsibilities

The teacher is responsible for his/her Professional Growth Goal(s). The Professional Growth Plan and activities/methods will be subject to the approval of the administrator.

Professional Growth Plan Schedule

Individual or group projects will last from one to three years.

A time line will be included as part of the plan and may be amended as needed with the agreement of the administrator.

A final summary will be completed by each teacher.

The final summary is included in the staff member's personnel file.

Regardless of any administrative change, the professional growth plan will continue as approved.

Following is a schedule of dates to accomplish the necessary documentation for the Professional Growth planning process.

Required Schedule Dates

Beginning of Evaluation Cycle:

September 15 Teacher is notified of the administrator assisting in Professional Growth Plan.

October 15 Professional Growth Plan must be submitted to the appropriate Administrator.

October 31 Professional Growth Plan must be finalized.

At Conclusion of Professional Growth Plan:

May 1 Final Summary Form is to be completed and reviewed with the assisting administrator at the conclusion of the Professional Growth Plan.

SCHOOL TOWN OF MUNSTER
Professional Growth Plan Outline

This outline is to be completed by each teacher or certified staff member at the beginning of his/her evaluation cycle.

This form must be submitted by October 15 and must be finalized by October 31.

Teacher: _____ School: _____

Grade/Dept.: _____

Group participants:

Plan start date:

Professional Development Goals:

Activities to meet the goals of this plan:

Resources/methods needed for plan activities:

Artifacts to be collected (optional):

TENTATIVE TIME LINE

Dates (Month, Semester, Year, etc.):

Activities:

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Administrator signature Date

Teacher signature Date

THE SCHOOL TOWN OF MUNSTER
Professional Growth Plan Summary Form

Each teacher or certified staff member is to complete and submit this form by May 1 at the end of the Professional Growth Plan.

Teacher: _____ School: _____

Grade/Dept.: _____

Plan start date: _____ Plan completion date: _____

Group participants:

Project Goals Accomplished:

Individual Activities Completed:

Artifacts Submitted to Support Individual Activities:

Comments and Reflections:

Administrator's signature Date

Teacher's signature Date

PROFESSIONAL ASSISTANCE PLAN

Purpose

The purpose of the Professional Assistance Plan is twofold:

- To enable an administrator to assist a permanent or semi-permanent teacher to improve a specific professional competency element.
- To enable a permanent or semi-permanent teacher to seek assistance in any of the Professional Competency Domains.

The Professional Assistance Plan consists of an **Awareness Phase** and a **Professional Support Phase**.

Awareness Phase

The purpose of the Awareness Phase is to bring individuals together to identify and discuss areas of concern related to the Professional Competency Domains. The Awareness Phase will reach completion within a mutually agreed upon time frame. *(No forms are included for the Awareness Phase)*

A verbal review of progress by the administrator will result in one of three recommendations:

1. concerns resolved, no further action necessary;
2. progress noted, continuation of verbal agreement;
3. concerns remain unresolved, movement to the Professional Support Phase.

Discussions within the Awareness Phase will remain at the building level between concerned parties.

Professional Support Phase

The purpose of the Professional Support Phase is to provide more specific guidance and assistance for the resolution of concerns identified in the awareness Phase of the Assistance Plan for Permanent and Semi-Permanent Teachers. The Professional Support Phase will be discussed at an initial meeting to be held within ten working days of the final meeting of the Awareness Phase. During this phase, intensive supervisory procedures will be implemented. The Support Phase will reach completion within a mutually agreed upon time frame. These procedures will be referred to as the Professional Support Action Plan. *(See Professional Support Phase Plan Form)*

The Professional Support Action Plan will include:

- a statement identifying the concern relative to a Professional Competency Domain;
- an identification of individuals involved in the plan;
- a listing of activities/procedures to be initiated and utilized;
- a listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development, and budgetary considerations;
- a time line indicating implementation dates, final review dates, and meeting dates to review progress of the plan.

Meeting minutes and discussions within the Professional Support Phase will be filed at the building level. (*See Professional Support Phase Action Plan Form*) Parties may include representation during meetings at their discretion.

A review of progress at the conclusion of the designated time period will result in one of three recommendations:

1. concern resolved, removal from Support Phase.
2. progress noted, continuation on Professional Support Phase.
3. concerns unresolved, movement to STM Teacher Remediation Plan.

THE SCHOOL TOWN OF MUNSTER
Support Phase Plan Form

Administrator _____ Staff Member _____

Date: _____

Professional Competency Domain:

Concern:

Additional Support Phase Staff (if applicable):

Action Plan Strategies:

Action Plan Success Indicators:

Resources (if applicable):

Initial Meeting Date/Time:

Interval Meeting Date/Time:

Final Meeting Date/Time:

Recommendation:

Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

The teacher's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. The teacher is invited to include comments as an attachment.

Building Level Only

THE SCHOOL TOWN OF MUNSTER
Support Phase Meeting Minutes

Administrator _____ **Staff Member** _____

Date: _____

Professional Competency Domain:

Concern:

Progress Noted:

Concerns:

Modifications (if applicable):

Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

The teacher's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. The teacher is invited to include comments as an attachment.

Building Level Only

REMEDIATION PLAN

When a semi-permanent teacher receives an unsatisfactory rating in one of the five professional competency domains, the teacher is placed on the Remediation Plan.

When a semi-permanent or permanent teacher has gone through the Professional Assistance Plan and issues remain unresolved, the teacher will be placed on the Remediation Plan.

Overview of the Remediation Plan

- A. A Remediation Plan of the procedures to be followed during the improvement cycle relating to the deficient competency domain is established by the principal or designee and the teacher.
- B. A problem statement that clearly specifies the deficient competency domain(s) is developed. This problem stems from one of the following areas:
 - o As referred to in the support phase of the Assistance Plan for a semi-permanent or permanent teacher.
 - o From an unsatisfactory rating in the Semi-Permanent Summative Performance Review.
- C. Action plan strategies and success indicators that relate to the problem statement are determined.
- D. An agreement is made on the time lines, review dates, and target date for completion of the Remediation Plan. The date must allow for a minimum of three months improvement time that commences with the teacher meeting with the principal to develop the Remediation Plan.
- E. The teacher is offered the opportunity to have a remediation team. If the teacher chooses to have a remediation team, the evaluator will choose one member of the three-member team, and the teacher will choose two members of the three-member team. The team may be composed of all teachers, all administrators, or a mix.
 - o Service on a remediation team is voluntary.
 - o Team members provide remediation, and they are present to help the teacher on remediation meet desired standards. Their purpose is not to collect evidence.
 - o Instead of a remediation team, the teacher may request the selection of a mentor to provide remediation. The evaluator and teacher need to agree on the selection of the mentor. The mentor must agree to work with the teacher on remediation. The mentor will assist the teacher, not provide evidence.
- F. When the teacher chooses a remediation team or a mentor, the principal will meet with the team or mentor to review remediation procedures and examine the Remediation Plan.
- G. The team or mentor meets with the teacher on remediation to discuss plans for improvement.

- H. The Remediation Plan Evaluation Instrument is to be completed by the principal or designee. This will consist of at least three separate observations taking place during different subject or class periods. The administrator may observe a teacher more than three times.
- I. Final decision is one of three options:
- The remediation is discontinued if performance meets the standards set out in the Remediation Plan.
 - The remediation is continued if performance meets standard set out in the Remediation Plan, but still needs considerable reinforcement. This involves repeating the writing of another Remediation Plan.
 - Dismissal is considered. This option involves the convening of a team of administrators to examine the case and confirm this decision, which should be based on the standards established in the Remediation Plan.
- J. The final evaluation form will be used to indicate which option has been selected at the end of the remediation period. If the Remediation Plan is to be continued or dismissal is considered, the administrator must provide written evidence to support that opinion.

THE SCHOOL TOWN OF MUNSTER
Remediation Plan Form

Administrator _____ Staff Member _____

Date: _____

Problem Statement

Concern (from the Assistance Plan or unsatisfactory rating in the Semi-Permanent Summative Performance Review):

Professional Competency Domain(s):

Specific Objectives for Improvement

Action Plan Strategies

Action Plan Success Indicators:

Resources (if applicable):

Time Lines & Review Dates

Initial Meeting Date/Time:

Interval Meeting Date(s)/Time(s):

Final Meeting Date/Time (Allow for a minimum of three months and three separate observations):

Remediation Program Desired by the Teacher

_____ remediation facilitated by a team composed of the following individuals:

1) _____

2) _____

3) _____

_____ remediation facilitated by a mentor:

Name of mentor

_____ no remediation team or mentor (teacher chooses not to utilize a remediation team or a mentor, and will handle his/her improvement alone)

Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

The teacher's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. The teacher is invited to include comments as an attachment.

Building and District Level

THE SCHOOL TOWN OF MUNSTER
Remediation Plan Meeting Minutes

Administrator _____ Staff Member _____

Date: _____

Professional Competency Domain:

Concerns:

Progress Noted:

Modifications (if applicable):

Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

The teacher's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. The teacher is invited to include comments as an attachment.

Building and District Level

School Year

THE SCHOOL TOWN OF MUNSTER
Remediation Plan Evaluation Instrument

This form is the final record of the School Town of Munster Remediation Plan activities and will become part of the teacher's permanent file.

Teacher's Name

Building

1. Problem Statement:

2. Action Plan Strategies:

3. Dates Of Formal Observations (minimum of three (3) separate dates):

4. Observations/Comments:

5. Recommendation:

_____ Performance meets the standards identified in the remediation plan.
The remediation is discontinued.

_____ Performance meets standards identified in the remediation plan but
still needs considerable reinforcement. The remediation is continued.
See remarks below.

_____ Dismissal is considered. See remarks below.

6. Remarks:

Administrator

Date

Teacher

Date

The teacher's signature indicates he or she has read the above information not that he or she agrees or disagrees with the findings. The teacher is invited to include comments as an attachment.