Appendix 7 :

District Performance Evaluation Processes

Marion Community Schools
Performance Evaluation Process
Professional Faculty Members

Make It Marion!
COMMUNITY SCHOOLS
BE A GIANT.

Introduction

The purpose of this manual is to provide an overview of the evaluation process, including rubrics, forms, procedures, and timelines. All teachers employed by Marion Community Schools will be evaluated using this process and the forms contained in this manual.

Table of Contents

Teacher Code of Ethics	Page 3
Teacher Position Description	Page 4
Best Practice Synopsis	Page 6
Nonpermenant, Semipermanent, and Permanent Teachers	Page 7
Evaluation Forms	Page 8
Observation Forms	Page 17
Remediation Form	Page 29

Teacher Code of Ethics

The following code of ethics sets forth to the education profession and the public it serves standards of professional conduct. This code applies to all persons licensed according to rules established by the Indiana Board of Teaching.

A. A teacher shall provide professional educational services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Teacher Position Description

Function: To create an educational program and a class environment that is multicultural, gender-fair, and disability/sensitive, is favorable to learning and personal growth in accordance with each student's ability and is based on a commitment that all students can learn.

Responsible to: Principal and/or designee

Qualifications:

- A valid Indiana teaching license, certificate, or other legal credentials required for level of assignment.
- Prior successful experience in urban, multicultural education desirable.
- Demonstrates continued professional development through course work, research, and peer collaboration.
- Has working knowledge of the subject matter, classroom management techniques, and current researched best practices and strategies, and students' learning styles and needs, both academic and affective.

Responsibilities:

- Acquires knowledge of the goals of the Marion Community Schools and site/School Improvement Plan (SIP) to support and achieve those goals.
- Establishes developmentally appropriate instructional and behavioral expectations for students and for him/herself and communicates those to students and their families.
- Creates lessons and learning environments that are safe, respectful, and interesting, as well as multicultural, gender-fair, disability sensitive. Selects, adapts, and individualizes materials appropriate for diverse student populations and skills.
- Teaches students the required curricula using strategies that foster thinking, reasoning, and problem solving.
- Collaborates and communicates regularly with families in making educational decisions and uses family and community resources.
- Assesses student's developmental, cognitive, and social needs and provides developmentally appropriate instruction to meet those needs.
- Regularly assesses student learning by using multiple forms of assessment.
- Facilitates positive interactions between students and teacher, student and peers, and student and other adults.
- Models learning and behavior consistent with the expectations for student.
- Evaluates own instructional effectiveness.
- Participates in ongoing and regular staff, team, and individual professional development.

- Collaborates with peers to develop, plan, and implement best practices based on the needs/abilities of the students.
- Participates in site-based decision making.
- Always keeps the student's needs and rights first and foremost in any educational decision-making.
- Is knowledgeable about the Teacher Code of Ethics.

Best Practice Synopsis

Best Practice is an instructor's shift in beliefs and actions in the classroom

Teacher Beliefs and Actions About…	In a Traditional Classroom	Into a Best Practice Classroom
Classroom Activity	Teacher -Centered Didactic	Learner-Centered Interactive
Teacher Role	Fact Teller Always Expert	Collaborator Sometimes Learner
Student Role	Listener	Collaborator Sometimes Learner
Instructional Emphasis	Facts Memorization	Relationships among Standards Inquiry and Invention
Concept Of Knowledge	Accumulation of Facts	Transformation of Facts
Demonstration Of Success	Quantity	Quality of Understanding
Assessment	Norm-Reference Multiple Choice Items	Criterion-Referenced Portfolio and Performance

Non Permanent Teachers (1-2 yrs) and Semi Permanent Teachers (3-5 yrs)

Probationary Teachers (Any new teacher after July 1, 2012 or professional teachers who receive one ineffective rating)

FORMAT:
Minimum of one scheduled observation and one completed written evaluation by January 1. Formal conference must be held to share written evaluation prior to January 1. Minimum of one additional observation and written evaluation to be completed and discussed in a formal conference with the teacher by May 1 only if necessary as determined by evaluator. Additional observations, evaluations, and professional growth/improvement plans as needed during the school year.

LENGTH OF OBSERVATION: Minimum of 30 minutes for all teachers.

QUALITY ASSURANCE: Any participant receiving an ineffective rating will be provided with a Professional Growth/Improvement Plan by the building administrator.

Professional Teachers (Probationary teachers who have been rated highly effective or effective for three of five years)

Permanent Teachers (beyond 5 yrs)

Established Teachers (All current teachers as of July 1, 2012)

FORMAT:
Minimum of one scheduled observation and one completed written evaluation by May 1. Formal conference must be held to share written evaluation prior to May 1. Additional observations, evaluations, and professional growth/improvement plans as needed during the school year.

LENGTH OF OBSERVATION: Minimum of 30 minutes for all teachers.

QUALITY ASSURANCE: Any participant receiving an ineffective rating will be provided with a Professional Growth/Improvement Plan by the building administrator.

MARION COMMUNITY SCHOOLS
Marion, Indiana

EVALUATION FORM FOR PROFESSIONAL STAFF

Evaluation of the effectiveness of teaching is basic to improved instruction and professional growth. The performance standards listed in each area of effective teaching will assist both teachers and administrators in the evaluation process and will allow administrators to make conclusions about the effectiveness of teachers. Teachers will be rated as highly effective/exemplary, effective/proficient, needs improvement, or ineffective/unsatisfactory based on the evaluation performance standards.

Rating Scale Terms and Definitions

Highly Effective/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. Score = 4.0 – 5.0.

Effective/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. Score = 2.5 – 3.99

Needs Improvement- Performance typically exhibits strengths that impact favorably on students and the school climate. Areas of professional growth can be identified. Score = 1.6 – 2.49

Ineffective/Unsatisfactory - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 1.0 – 1.59

Instruction

	Exemplary (5)*	Proficient (3)*	Unsatisfactory (1)*
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	• All lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• Most lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• Lessons are not started promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

*** Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.**

National Institute for Excellence in Teaching. Do not duplicate without permission.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Activities and Materials	Activities and materials include all of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).	Activities and materials include few of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
Questioning	Teacher questions are varied and high quality, providing a balanced mix of question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality, providing for some, but not all, question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.	Teacher questions are inconsistent in quality and include few question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.

National Institute for Excellence in Teaching. Do not duplicate without permission.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

National Institute for Excellence in Teaching. Do not duplicate without permission.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Thinking	Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints and; • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints.	The teacher implements few learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. NOTE: If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.
Problem Solving	Over the course of multiple observations the teacher implements activities that teach and reinforce 6 or more of the following problem-solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations the teacher implements activities that teach and reinforce 4 or more of the following problem-solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations the teacher implements less than 2 activities that teach the following problem-solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

National Institute for Excellence in Teaching. Do not duplicate without permission.

Designing and Planning Instruction

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  ○ are aligned to state standards.
	  ○ are sequenced from basic to complex.
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  ○ provide appropriate time for student work, student reflection, and lesson and unit closure;
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners and;
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards;
		• activities, materials, and assessments that:
		  ○ are aligned to state standards.
		  ○ are sequenced from basic to complex.
		  ○ build on prior student knowledge.
		  ○ provide appropriate time for student work, and lesson and unit closure;
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners and;
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• few goals aligned to state content standards;
			• activities, materials, and assessments that:
			  ○ are rarely aligned to state standards.
			  ○ are rarely logically sequenced.
			  ○ rarely build on prior student knowledge
			  ○ inconsistently provide time for student work, and lesson and unit closure;
			• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and;
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing and; • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing and; • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing and; • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test; • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards and; • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks and; • include performance checks throughout the school year.	Assessment Plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and; • include performance checks, although the purpose of these checks is not clear.

National Institute for Excellence in Teaching. Do not duplicate without permission.

Teaching Experience (years) **Marion** _____ **Other** _____ **Total** _____

Rating Scale

Rating	Score
Highly Effective/Exemplary	4.0 – 5.0
Effective/Proficient	2.5 – 3.99
Needs Improvement	1.6 – 2.49
Ineffective/Unsatisfactory	1.0 – 1.59

Overall Score:

Administrative Recommendation Regarding Teacher Contract Renewal

_____ Contract should be renewed for the next school year.

_____ Contract may be renewed pending successful completion of a professional remediation plan.

_____ Contract should not be renewed for the next school year.

Date/s of Observation/s:

Date/s of Evaluation/s:

Date of Post Conference:

Administrator Signature _____

Teacher Signature _____
(Teacher signature does not automatically indicate agreement.)

Additional comments may be attached, signed and dated by administrator and teacher.

Marion Community Schools
Observation 1

Name:
Date:
School Year:

Evidence Notes	Designing and Planning Instruction	Average Score
	Instructional Planning	
	Student Work	
	Assessment	

Evidence Notes	The Learning Environment	Average Score
	Expectations	
	Managing Student Behavior	
	Environment	
	Respectful Culture	

Evidence Notes	Implementing Instruction	Average Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure And Pacing	

Evidence Notes	Implementing Instruction	Average Score
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping students	

Evidence Notes	Implementing Instruction	Average Score
	Teacher Content And Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Tentative meeting date to discuss observation (if necessary):

Employee's Signature _____ Principal's Signature _____

Marion Community Schools
Observation 2

Name:
Date:
School Year:

Evidence Notes	Designing and Planning Instruction	Average Score
	Instructional Planning	
	Student Work	
	Assessment	

Evidence Notes	Implementing Instruction	Average Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure And Pacing	

Evidence Notes	Implementing Instruction	Average Score
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping students	

Evidence Notes	Implementing Instruction	Average Score
	Teacher Content And Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Tentative meeting date to discuss observation (if necessary):

Employee's Signature _____ Principal's Signature _____

Marion Community Schools
Observation 3

Name:
Date:
School Year:

Evidence Notes	Designing and Planning Instruction	Average Score
	Instructional Planning	
	Student Work	
	Assessment	

Evidence Notes	Implementing Instruction	Average Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure And Pacing	

Evidence Notes	Implementing Instruction	Average Score
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping students	

Evidence Notes	Implementing Instruction	Average Score
	Teacher Content And Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Tentative meeting date to discuss observation (if necessary):

Employee's Signature _____ Principal's Signature _____

Marion Community Schools
Observation _____

Name:
Date:
School Year:

Evidence Notes	Designing and Planning Instruction	Average Score
	Instructional Planning	
	Student Work	
	Assessment	

Evidence Notes	Implementing Instruction	Average Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure And Pacing	

Evidence Notes	Implementing Instruction	Average Score
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping students	

Evidence Notes	Implementing Instruction	Average Score
	Teacher Content And Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Tentative meeting date to discuss observation (if necessary):

Employee's Signature _____ Principal's Signature _____

Marion Community Schools
Professional Remediation Plan

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation.

Name:
Date:
School Year:

Remediation Plan and Timeline for Completion: (Plan must be 90 days or less in length)

Target Date for Completion/Review:

Employee's Signature _____ Principal's Signature _____