

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT

CERTIFICATED EVALUATION AND PROFESSIONAL GROWTH PROGRAM



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KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT CERTIFICATED EVALUATION AND PROFESSIONAL GROWTH


NAME: _____ ASSIGNMENT: _____ SCHOOL YEAR: _____

LOCATION: _____ NON-TENURED: TENURED: EVALUATOR: _____

STATEMENT OF PURPOSE

In developing a framework for evaluating certificated employee performance and professional growth, the Ketchikan Gateway Borough School District reaffirms the commitment to excellence that has existed in the District for many years. This process also confirms the strong belief that excellent schools are a direct result of the professionals that work daily with the children of the community. It is the belief that the development of a framework for professional practice will serve the needs of all educators. In the case of a novice teacher, it will promote growth and provide needed guidance for day to day improvement. For the veteran educator, the framework will provide the collegiality and support needed to constantly improve and refine one's practice. In all cases the framework provides a common set of core teaching standards that give focus to the evaluation process and professional growth. *Elements and standards have been developed using Enhancing Professional Practice; Charlotte Danielson and Effective Supervision; Robert Marzano, Tony Frontier, and David Livingston.*

<u>EVALUATOR'S RECOMMENDATION:</u> No recommendation at this time: <input type="checkbox"/> Recommend continued employment: <input checked="" type="checkbox"/>
Recommend continued employment with Targeted Plan For Improvement: <input type="checkbox"/>
Recommend non-renewal of employment: <input type="checkbox"/>


Date: 5/29/2021
Date: _____
Evaluator's Signature
Employee's Signature

Signature indicates the employee has seen the evaluation and the administrator has conferenced with the employee regarding the evaluation. Signature is required but does not necessarily indicate agreement with the evaluation. Employees may attach written comments to the evaluation within 72 hours of receipt of the evaluation. Evaluation becomes final after 24 hours from signature.

**KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
TEACHER SUMMATIVE EVALUATION DOCUMENT**

STANDARD 1: PLANNING AND PREPARATION

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
1a: Demonstrating knowledge of content and pedagogy.	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the instructional practices specific to that discipline.	Teacher's plans and practice reflect awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and actively builds on knowledge prerequisites when describing student instruction or seeking causes for student misunderstanding.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
1b: Demonstrating knowledge of students.	Teacher demonstrates no knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and special needs.	Teacher demonstrates little knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and special needs.	Teacher seeks knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and special needs.	Teacher has acquired and applies extensive knowledge of the students' backgrounds, cultures, skills, language proficiency, interests, and special needs.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
1c: Setting instructional outcomes.	Instructional outcomes are unsuitable for students and represent low-level learning or are stated only as activities. They do not permit visible methods of assessment.	Instructional outcomes are suitable for some students; consist of activities and goals which allow some methods of assessment. They reflect more than one type of learning, but are not coordinated or integrated.	Instructional outcomes are suitable for most students in the class stated as goals reflecting high level learning and curriculum standards. They represent different types of learning and are capable of assessment.	Instructional outcomes take into account, individual student needs reflecting rigorous learning and curriculum standards are stated as goals that can be assessed, and offer opportunities for coordination and integration.

COMMENTS:

STANDARD 1: PLANNING AND PREPARATION - CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
1d: Demonstrating knowledge of resources.	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher is aware of resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district, on the Internet, and in the community to enhance own knowledge, to use in teaching, or for students who need them.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
1e1: Designing coherent instruction. LEARNER ACTIVITIES	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes that are likely to engage some students in significant learning.	Teacher designs a series of learning experiences aligned to instructional outcomes to make them suitable to most students and likely to engage them in significant learning.	Teacher designs a series of differentiated learning experiences aligned to instructional outcomes to make them meaningful to all students and likely to engage them in significant learning.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
1e2: Designing coherent instruction. MATERIALS AND RESOURCES	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Most of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology to enhance learning.

COMMENTS:

STANDARD 1: PLANNING AND PREPARATION - CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
1f: Designing student assessment.	Teacher's plans for student assessment contain no clear standards, are poorly aligned with instructional outcomes, likely to have minimal impact on future instruction, or is inappropriate to many students.	Teacher's plan for student assessment is partially aligned with the instructional outcomes without clear standards, likely to have some impact on future instruction and inappropriate for at least some students.	Teacher's plan for student assessment is aligned with the instructional outcomes with clear standards that may impact future instruction.	Teacher's plan for student assessment is fully aligned with the instructional outcomes with clear standards, adapted for individuals, and impacts future instruction.

COMMENTS:

Standard Rating – 7 Elements total possible = 21

Exemplary $\begin{matrix} 4 \\ \underline{\quad} \end{matrix} \times 3 = \begin{matrix} 12 \\ \underline{\quad} \end{matrix}$	Exemplary: 18-21 and no unsatisfactory
Proficient $\begin{matrix} 3 \\ \underline{\quad} \end{matrix} \times 2 = \begin{matrix} 6 \\ \underline{\quad} \end{matrix}$	Proficient: 13-17 and no unsatisfactory
Developing $\underline{\quad} \times 1 = \underline{\quad}$	Developing: 8-12 and 1 unsatisfactory
Total = $\begin{matrix} 18 \\ \underline{\quad} \end{matrix}$	Unsatisfactory = 0-7 or 2 unsatisfactory ratings.

STANDARD 2: CLASSROOM ENVIRONMENT

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
2a: Creating an Environment of respect and rapport.	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and level of development.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
2b: Establishing a culture for learning.	Teacher displays little or no energy, and conveys low expectations for student achievement. Students show little or no engagement in their work.	Teacher's attempt to create a culture for learning is partially successful. Students display minimal commitment to work and moderate expectations for achievement.	The classroom is positive and is characterized by high expectations. Students display commitment and engagement in their work.	High levels of student energy and teacher passion create a culture in which students and teacher share a belief in the importance of learning and hold themselves to high standards of performance.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
2c: Managing classroom procedures.	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Instructional time is used effectively. Classroom routines, procedures, transitions, supplies, and the performance of non-instructional duties occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

COMMENTS:

STANDARD 2 – CLASSROOM ENVIRONMENT - CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
2d: Managing student behavior.	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is ineffective.	It appears the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards for conduct appear to be clear, student behavior is monitored against these standards, and response to misbehavior is appropriate, dignified, and effective.	Standards of conduct are clear with evidence of student participation in setting and monitoring them. Teacher's response to misbehavior is subtle and sensitive to individual needs.

COMMENTS

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
2e: Organizing physical space.	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.

COMMENTS:

Standard Rating – 5 Elements total possible = 15

Exemplary $\frac{5}{x3} = \frac{15}{}$ Exemplary: 13-15 and no unsatisfactory

Proficient $\frac{9}{x2} = \frac{18}{}$ Proficient: 9-12 and no unsatisfactory

Developing $\frac{5}{x1} = \frac{5}{}$ Developing: 5-8 and 1 unsatisfactory

Total = $\frac{15}{}$ Unsatisfactory = 0-4 or 2 unsatisfactory ratings.

STANDARD 3: INSTRUCTION

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
3a: Communicating with students.	Expectations for learning, directions and procedures, and explanations are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations are clarified after initial confusion. Teacher's use of language is correct, but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and lesson objectives are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and lesson objectives are clear to students. Teacher's oral and written communication is clear and appropriate to students' cultures and levels of development and anticipates possible student misconceptions.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
3b: Using questioning and discussion techniques.	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage students in the discussion are only partially successful.	Teacher's questions are high order, eliciting a thoughtful response, and the teacher allows sufficient time for students to answer. Students participate in the discussion.	High order questions reflect high expectations and are culturally and developmentally appropriate. Students formulate questions and teacher ensures all voices are heard. Teacher steps aside when appropriate.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
3c: Engaging students in learning.	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or student's cultures or levels of understanding, resulting in little intellectual engagement.	Activities and assignments, materials, and grouping of students are partially appropriate to the instructional outcomes, or student's cultures or levels of understanding, resulting in moderate engagement.	Activities and assignments, materials, and grouping of students are appropriate to the instructional outcomes, and student's cultures and level of understanding, resulting in high levels of intellectual engagement.	Students are intellectually engaged throughout the lesson and make significant contributions to the activities. The lesson is adapted to the needs of individuals, and structure and pacing allow for student reflection and closure.

COMMENTS:

STANDARD 3: INSTRUCTION – CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
3d: Using assessment in instruction.	Assessment is not used in instruction, either through students' awareness of the assessment criteria or monitoring of progress by teacher or students. Feedback to students is not provided.	Assessment is occasionally used in instruction, through some monitoring of progress by teacher and/or students. Feedback to students is uneven and students are aware of some assessment criteria.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are aware of assessment criteria.	Assessment is used to plan instruction and evaluation. Monitoring of progress is done by both students and teacher, and high quality feedback is evident.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
3e: Demonstrating flexibility and responsiveness.	Teacher adheres to the instruction plan, even when lesson is ineffective or students are not engaged. Teacher does not effectively respond to student questions.	Teacher attempts to modify lesson when needed to respond to student questions with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw on.	Teacher promotes the successful learning of all students, making adjustments as needed to instructional plans and accommodates students' questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

COMMENTS:

Standard Rating – 5 Elements total possible = 15

Exemplary $\frac{3}{\quad} \times 3 = \frac{9}{\quad}$ Exemplary: 13-15 and no unsatisfactory

Proficient $\frac{2}{\quad} \times 2 = \frac{4}{\quad}$ Proficient: 9-12 and no unsatisfactory

Developing $\frac{\quad}{\quad} \times 1 = \frac{\quad}{\quad}$ Developing: 5-8 and 1 unsatisfactory

Total = $\frac{13}{\quad}$ Unsatisfactory = 0-4 or 2 unsatisfactory ratings.

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
4a: Reflecting on teaching.	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
4b: Maintaining accurate records.	Teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and successful with basic use of technology.	Teacher's system for maintaining both instructional and non-instructional records are highly effective using advanced technology support, and student contributions are appropriate.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4c: Communicating with families.	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate.	Teacher adheres to school procedures for communicating with families. Communication about the instructional programs and/or individual students is limited. Communications are not always appropriate to the families' culture.	Teacher communicates frequently with families about the instructional program and/or individual students. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher successfully engages families in the instructional program. Teacher's communication with families about the instructional program and/or individual students is frequent and sensitive to cultural traditions. Students participate in the communication when appropriate.

COMMENTS:

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES -CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4d1: Participating in a professional community.	Teacher resists participating in a professional community or in school and district events and projects.	Teacher becomes involved in the professional community and in school and district events and projects with some reluctance.	Teacher participates actively in the professional community, and in school and district events and projects.	Teacher makes a substantial contribution to the professional community, to school and district events and projects.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4d2: Participating in a professional community.	Relationships with colleagues are negative or self-serving.	Relationships with colleagues are cordial.	Maintains positive and productive relationships with colleagues.	Teacher actively promotes positive, productive relationships with colleagues through leadership roles.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4e1: Growing and developing professionally.	Teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues.	Teacher participates in required professional development activities, but makes limited contributions to the profession.	Teacher seeks out opportunities for professional development based on an individual need or interest and actively shares expertise with others.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession.

COMMENTS:

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES -CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4e2: Growing and developing professionally.	Is resistant to feedback from supervisors or colleagues.	Accepts feedback from supervisors or colleagues.	Welcomes feedback from supervisors or colleagues.	Seeks out feedback from supervisors and colleagues.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4f: Demonstrating professionalism.	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher demonstrates minimal compliance with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but attempts to serve students are limited. Teacher complies minimally with school district regulations and timelines.	Teacher displays a high level of ethics and professionalism in dealings with students, parents and colleagues. Teacher complies fully and voluntarily with school district regulations and timelines.	Teacher maintains and models the highest ethical standards to ensure district regulations and timelines are followed and that all students, parents and colleagues are honored.

COMMENTS:

Standard Rating – 8 Elements total possible = 24

Exemplary $\frac{2}{6} \times 3 = \frac{12}{12}$ Exemplary: 19-24 and no unsatisfactory

Proficient $\frac{1}{6} \times 2 = \frac{2}{6}$ Proficient: 14-18 and no unsatisfactory

Developing $\frac{1}{6} \times 1 = \frac{1}{6}$ Developing: 8-13 and 1 unsatisfactory

Total = _____ Unsatisfactory = 0-7 or 2 unsatisfactory ratings.

SUMMATIVE COMMENTS:

Mr. Knight is a long time member of the Schoenbar staff. Over the years, he has become a master teacher with established routines and procedure that promote student involvement and seamless transitions within the classroom. His thoughtfully planned lessons, activities, and assessments hold students accountable for their learning and are equally engaging and rigorous. Mr. Knight continually refines his teach materials and strategies, enhancing existing lessons and activities with new material. He has participated in district level Science Curriculum committees and KEA negotiations. Mr. Knight is a valuable member of the SMS team!