Performance Pay Can Work in Independent Schools:

How?
FACULTY AND ADMINISTRATION EVALUATION
BACKGROUND INFORMATION

Principles

The underlying principles for the development of an effective Evaluation System were that:

a. those being evaluated must be involved in the development of their criteria and procedures system;

b. decisions on the criteria and descriptors to be used must be based on researched principles of effective instruction and management;

c. summative evaluations must be completed by at least two supervisors who have observed or conferenced with the faculty member several times throughout the year;

d. evaluators must be trained; and

e. personnel must be evaluated by their supervisors and given feedback from those they supervise.

Thus, the system developed and is still developing with these principles in mind. Almost all the components have been completed, and some revisions have already been incorporated. Since this is an on-going, collaborative process, the school's evaluation system will continue to be analyzed and updated.
Components

Completed components include:

a. faculty evaluation criteria and descriptors;
b. procedures for the faculty evaluation cycle and the formative and summative conferences;
c. classroom observation form;
d. student feedback forms to be completed by students in fifth through twelfth grades and returned directly to their teachers;
e. faculty feedback form to be completed by faculty members and returned directly to the division or department heads for whom the form was completed;
f. librarian criteria, descriptors, and evaluation procedures;
g. nurses criteria and evaluation procedures;
h. psychologist/counselor criteria and evaluation procedures;
i. learning resource teachers criteria, descriptors, and evaluation procedures;
j. career ladder system linked to faculty evaluation; and
k. faculty leader criteria and descriptors.

Components which are currently being developed include:

a. department and division head evaluation criteria, descriptors, and procedures; and
b. the on-going training of evaluators in observation and conferencing strategies.

Acceptance

The acceptance of the school-wide evaluation system may be attributed to several factors. First is the involvement of the faculty from the early stages of development. At each division teacher membership on the evaluation committee was determined by a faculty vote. In addition, all division heads were assigned to the committee. The committee remains balanced with classroom teachers and department head representation. Second, the evaluators are highly competent and have been given training in a variety of ways. They fulfill their responsibilities thoroughly and with a sincere desire to validate effective teaching practices and to give guidance for improvement. Third, the system has been linked to professional growth goals so that each teacher sees a direct relationship between the evaluation and their professional development. It is also being linked to performance pay and
placement on the career ladder. When everyone is evaluated on the same system, division heads are able to identify variations in performance among the teachers. fourth, the entire school is "speaking the same language." There is a consistent set of criteria upon which everyone is evaluated. This eliminates the secrecy and, at times, capriciousness of some systems where criteria are up to the individual evaluators.

The evaluation of the faculty rests in the hands of the division heads with the support of the appropriate department heads. The system is viewed by the teachers as supportive, instructional, and non-confrontational. From the administrators' perspective, the system gives needed structure to this element of their responsibilities. A significant time commitment is required, however, to do this system justice. The school's evaluation committee is considering ways to reduce the paperwork, but does not wish to reduce the number of visits and conferences.

Example - Faculty Evaluation

As an example of one part of the evaluation system, a brief description of the faculty evaluation system is presented. (Details are included in the enclosed "Procedures" document.)

Teachers are observed by their division and department heads a minimum of five times during their evaluative year from April through February. One half of the faculty on the senior teacher level and all teachers on the instructor level of the career ladder are evaluated each year. Each observation is preceded by a pre-observation discussion and followed by a post-observation conference. The fourteen teaching criteria are used as a springboard for conversation although it is not necessary to discuss all the criteria at each meeting. During the conference the teacher and administrator discuss strengths, areas needing strengthening, and together they consider strategies to try, areas to explore, and techniques to continue. The intent of the conference is to establish an interaction between the professionals. in February, the division and department heads meet to collaborate on the teacher's summative report which includes twenty-one criteria and to consider recommendations for professional growth. (Ultimately, however, it is the responsibility of the division head to write the final draft.) At the summative conference, the teacher and heads discuss the report and together they agree on professional growth goals. The teacher responds to any items and is invited to add a section in the summative report itself. At times, as a result of their discussions, the summative is modified if the heads and teacher are in agreement. The evaluative year is now completed, and the information gleaned from this process assists the division heads and Headmaster in contract decisions. Contracts are issued in mid-March, and the process begins again in April.

Variety of uses

This process is productive and helpful. The following examples illustrate the variety of uses of this system.
Validation and Reinforcement
For the most part, the faculty members have found this system reinforcing. Teachers indicate that they have done many of these things for years and are pleased to see how their intuitive teaching fits so well into research-based effective teaching principles. They are appreciative of having the department and division heads in their classroom because they recognized this to be a validating and growing experience. The observers are able to increase their awareness of gender equity in instructional practices, and they are able to point out how their multisensory approaches appeal to all learning styles.

Improvement
Less experienced teachers greatly profited from this system. By concentrating on several of the criteria, the teacher's skills improve. They are given direct guidance by the evaluators and are encouraged to take an effective teaching course.

Re-direction
In the case of some teachers, this evaluation system is useful in helping to identify the need to pursue alternative directions. Some teacher who had received marginal evaluations, written in narrative form, before the current system, may not realize the deep concerns which the division head has tried to communicate. With the new evaluation system, two observers support the division head's findings and when each criterion was addressed, the teacher recognizes the seriousness of the situation.

Concluding Remarks
The materials in this packet include additional information about the Evaluation system. The Headmaster's article explaining this system to the parent body provides a helpful overview. The samples of forms, criteria, and procedures illustrate the many considerations a comprehensive system must incorporate. The Evaluation System is an evolving plan and as we continue to collaborate, deliberate, and revise, it will continue to serve as a tool which supports the school, the teachers, and the students.
FACULTY EVALUATION PROCEDURES

Purpose and Use

Formal evaluation gives the administrator the opportunity to assess and evaluate the professional performance of the teacher. The primary purposes of teacher evaluation are to affirm effective teaching and to improve instruction. The system is also used to assist in retention and dismissal decisions and to guide performance pay determinations.

Notification and Frequency

The division head acquaints each teacher under his/her supervision with the formal, written evaluation procedures and instruments and gives each teacher the name(s) of the division head(s) and department head(s) who will observe and evaluate his/her performance.

Department heads and teaching division heads are evaluated under the same procedures as all teachers. They are evaluated by two trained evaluators, either their division head or two department heads.

Full-time teachers and part-time faculty teaching more than two classes in a semester who are on the "instructor" level of the career ladder are evaluated annually. This includes a minimum of five classroom observations, pre-observation and post-evaluation conferences, a summative conference, and a discussion of professional growth goals. A review and discussion of artifacts may be substituted for a classroom observation.

Full-time teachers and part-time faculty teaching more than two classes who are on the "senior teacher" level of the career ladder are evaluated on an alternate year cycle. During the evaluative year the procedure includes a preliminary conference, per-observation conferences, five classroom observations, (an artifacts analysis may be substituted for one classroom observation), post-evaluation conferences, a summative conference, and a discussion of professional growth goals. Professional growth goals are also discussed at the beginning and end of the non-evaluative year.

Teachers who teach one or two classes are observed three times during their evaluative year: "instructor" level teachers are evaluated yearly, and those on the "senior teacher" level are evaluated in alternate years.

The teacher being evaluated may request that observers visit two or more classes in succession to observe a complete sequence or unit being taught.
General Procedures

Evaluation
The division head has the authority and responsibility to organize and direct all evaluation activities. The department head(s) is responsible for some observations and written evaluations based on these observations and consults with the division head in the writing of the summative evaluation. The division head is ultimately responsible for writing the summative report. The department and division heads meet with the teacher for the end-of-cycle conferences.

Teachers are encouraged to use observations and feedback from colleagues to gain insight into their teaching performance.

Teachers in the Middle and Upper Schools utilize feedback from a teacher-designed student questionnaire. Models of student questionnaires are available to teachers, or they may design their own. The results of this questionnaire are not to be shared with the division and department heads or the Headmaster. Questionnaires are distributed in February or March for year-long courses and mid-semester for one semester courses.

Teachers are asked to prepare for the summative conference by considering their own performance in light of the criteria.

Training of the observers/Evaluators
Periodic inservice sessions are conducted to familiarize all members of the evaluation team with the procedures and materials used in the system. Observation techniques, performance data gathering, and other activities directly related to area(s) in need of improvement are stressed.

Evaluation Components
The evaluation process consists of preliminary conferences, classroom observations, post-observation conferences, and a final conference including a written evaluation. The evaluation cycle is from April to February.

Preliminary Conference
An orientation conference with the division head, department head, and teacher may be held early in the cycle year. (Conferences with new teachers are held at the beginning of the school year.)

The conference focuses on both instructional and non-instructional responsibilities.

The conference for all teachers includes a review of the most recent evaluation and the professional growth goals set at that time.
Classroom Observations
Classroom observations may be announced or unannounced, but at least three observations per cycle are announced. Announced visits are preceded by either a pre-conference or submission of a lesson plan. If an observer arrives for an unannounced visit, the teacher may request that the observer return at a different time if the time of the observation is truly a disruption or an inconvenience to the teaching situation.

Classroom observations in the Middle and Upper Schools are for a full class period. Lower School observations are for thirty to forty-five minutes. Observations may be initiated by either the evaluator(s) or the teacher.

Each class observation is followed by a post-observation conference which precedes the completion of a formative evaluation form. The length of the conference varies with the individual situation. The formative evaluation is given to the teacher within three teaching days of the post-conference.

Materials Review
Teachers are required to turn in samples of worksheets, handouts, and tests as requested during the evaluation cycle.

Special Procedures
Although division heads, after consulting with department heads, ultimately write the summative report, additional information from other personnel may be required to complete criterion 18, "fulfills extracurricular responsibilities." The division head elicits feedback from the following personnel when completing the evaluation of this criteria for the functions listed.

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>INPUT RECEIVED FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches</td>
<td>Athletic Director</td>
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<tr>
<td>Foreign Language Clubs</td>
<td>Foreign Language Department Head</td>
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<tr>
<td>Intramurals &amp; Activities</td>
<td>Deans</td>
</tr>
<tr>
<td>Other Clubs</td>
<td>Sole responsibility of division heads who elicit information as needed</td>
</tr>
</tbody>
</table>

For the nurses and psychologist/counselor evaluations the following procedure is followed:

During the course of the evaluative cycle, responsible division heads and the Student Services Department Head each hold meetings with the nurses, psychologist, and counselor to discuss their performance based on the evaluative criteria. (Enough meetings are held so that all criteria may be discussed.)

The evaluation process is on an alternate year basis for those who have been in the school for three years or more and on a yearly cycle for those the school less than three years.
Use of Criteria and Descriptors
A booklet listing the school's twenty-one faculty evaluation criteria has been developed. These criteria are the areas which are evaluated for each teacher. The descriptors included for each criteria are meant to be used as a guide in interpreting the criteria. All descriptors are not expected to be present for every teacher in every teaching situation, and other behaviors that are not listed may support the quality of a teacher's performance in the criteria being evaluated.

Fourteen criteria address the "teaching act" and the "learning environment" and are evaluated based on classroom observations. The remaining criteria are concerned with "professional involvement," and their evaluations are based on discussions with the teacher as well as out-of-classroom observations.

Final Conference
An end-of-the-year conference is held with all teachers who have completed their evaluative cycle to discuss instructional and non-instructional responsibilities and performance to discuss the teacher's self-appraisal; to exchange questions; and to set professional growth goals.

The end-of-the-cycle summative evaluation report is completed from notes on the working documents from the division and department heads, materials requested by the evaluators, and any other information which is provided by the teacher.

The draft of the summative evaluation is given to the teacher during the final conference. A discussion is held and an attempt is made to resolve any disagreements over the contents before the final evaluation is completed.

The teacher signs the final document. This signature does not indicate agreement with the contents, but that the document has been read and understood. A section is included in the summative evaluation form so that the teacher may write comments that will go in the permanent file.

Report to Headmaster
The summative evaluation report and recommendations for employment are forwarded by the division head to the headmaster for disposition. If the teacher wishes, he/she may appeal the evaluation team's ratings to the Headmaster and may write a response which is kept on file. The summative report is filed in the teacher's personnel file in the Headmaster's office. The teacher and the division and department heads who participated in the teacher's evaluation also receive copies of the summative report.

Professional Growth Goals

Professional growth goals are identifiable, observable objectives to be completed within a reasonable time limit. They may be set either by the evaluator(s) or the teacher. Professional growth goals can be both long or short term. They must be written and relevant to the established criteria for teacher evaluation. progress toward the completion of professional growth goals are part of the summative evaluation.
FACULTY EVALUATION CRITERIA

Teaching Act
1. Sets goals congruent with prescribed curriculum.
2. Plans for use of time, materials, and resources.
3. Uses motivational techniques.
4. Articulates the lesson.
5. Uses various questioning and responding techniques.
6. Ensures student time on task.
7. Monitors student progress.
8. Evaluates students' performance.
10. Varies instructional techniques to accommodate a variety of learning styles.

Learning Environment
11. Sets and maintains appropriate standards for student behavior.
12. Establishes a tone and atmosphere that is conducive to learning.
13. Organizes the classroom for effective instruction.

Professional Involvement
15. Assists in enforcing school policies and regulations.
16. Establishes and maintains cooperative professional relationships.
17. Takes an active role in the life of the school.
18. Fulfills extracurricular responsibilities.
19. Communicates with parents.
20. Participates in professional growth activities.
21. Accomplishes professional growth goals.
## PRE-OBSERVATION DATA SHEET

| TEACHER: | ___________________________ |
| SUBJECT: | ___________________________ |
| TIME (PERIOD): | ___________________________ |
| DATE: | ___________________________ |
| OBSERVED BY: | ___________________________ |

**LESSON OBJECTIVE(S):**

**PRE-OBSERVATION COMMENTS** (when applicable)

**OBSERVER’S FOCUS:** (may include such areas as overview, questions, student involvement, etc.)
OBSERVATION AND POST-CONFERENCE SUMMARY

Observer:
After discussing the observation with the teacher, record comments regarding criteria you have evaluated. (Check the criteria you have focused on.)

<table>
<thead>
<tr>
<th>CLASSROOM OBSERVATION CRITERIA</th>
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<tbody>
<tr>
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<td>9. ______ Displays knowledge of curriculum and subject matter</td>
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<td>13. ______ Organizes the classroom for effective instruction</td>
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<td>14. ______ Demonstrates sensitivity in relating to students</td>
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## OBSERVER'S NOTES

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<td>Observed by:</td>
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<td>Date:</td>
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### CLASSROOM OBSERVATION CRITERIA

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FACULTY EVALUATION

CRITERIA & DESCRIPTIONS
FACULTY EVALUATION
CRITERIA & DESCRIPTIONS

The teacher:

Teaching Act

1. Sets goals congruent with prescribed curriculum.
   a. Selects appropriate long range goals.
   b. Sets instructional objectives related to long range goals.
   c. Plans for activities which reflect the scope and structure of the curriculum.
   d. Sets specific learning objectives for students.

2. Plans for use of time, materials, and resources.
   a. Selects and develops material to meet the needs of the individual students.
   b. Chooses a variety of teaching methods relevant to course objectives.
   c. Plans for activities which reflect the scope and structure of the curriculum.
   d. Uses available resources and media.
   e. Plans appropriate time allotments.
   f. Plans questioning strategies.
   g. Has teaching materials and equipment readily available.
   h. Selects appropriate homework assignments.

3. Uses motivational techniques.
   a. Reviews and previews lesson content.
   b. States the objectives of the lesson when appropriate.
   c. Communicates challenging, yet attainable, scholastic expectations to the students.
   d. Provides an environment in which the students feel a part of the class.
   e. Stimulates students by using appropriate materials and strategies.
   f. Encourages innovative thinking.
   g. Makes material meaningful.
   h. Provides opportunities for successful learning experiences.

4. Articulates the lesson.
   a. Demonstrates correct written and oral communication.
   b. Speaks clearly and at a level that students can comprehend.
   c. Elicits and responds to students' questions before proceeding.
   d. Uses a variety of verbal and non-verbal techniques.
   e. Gives clear, explicit corrections.
   f. Summarizes the content and mechanics of the lesson.
   g. Summarizes the content and mechanics of the lesson.
   h. Provides structuring comments which clarify tasks.
   i. Uses terminology appropriate to grade level.
5. Uses various questioning and responding techniques.
   a. Provides "think time" between questioning and asking for student responses.
   b. Uses appropriate measures to handle incorrect responses.
   c. Presents questions at the literal, inferential, and evaluative levels of comprehension.
   d. Reinforces correct responses.
   e. Uses probing techniques to encourage more complete and correct answers.
   f. Values and encourages student contributions.
   g. Engages all students in questioning and dialogue.

6. Ensures student time on task.
   a. Begins class work promptly.
   b. Reinforces students who are spending time on task.
   c. Minimizes transition time.
   d. Follows procedures which minimize "waiting time."
   e. Promotes active participation by all students.

7. Monitors student progress.
   a. Asks questions to determine students' understanding.
   b. Presents new material in sequential segments.
   c. Checks for understanding in a variety of ways.
   d. Gives written and oral comments in addition to points.
   e. Provides opportunities for one-to-one conferences.
   f. Checks students' homework regularly.

8. Evaluates students' performance.
   a. Makes methods of evaluation clear and purposeful.
   b. Prepares tests which reflect course content.
   c. Uses a variety of testing strategies.
   d. Returns tests and assignments as quickly as possible.
   e. Uses summative evaluation techniques.
   a. Shows awareness of the purpose of each objective within the lesson.
   b. Keeps current with developments in his/her professional field.
   c. Uses accurate and current information.
   d. Identifies the skills that are essential for accomplishing the instructional objectives of
      the lesson.
   e. Uses appropriate examples for the material.
   f. Stresses essential concepts and facts.
   g. Demonstrates knowledge of the subject beyond the textbook.
   h. Appears confident with the material and is able to project this confidence to the
      students.
   i. Relates specific topics to previously used material.
   j. Maintains a blending of the various topics throughout the lesson.
   k. Answers student questions regarding the material and the use of the material.
   l. Answers unexpected student questions relating to the topic or facilitates the discovery
      of the answer.

10. Varies instructional techniques to accommodate a variety of learning styles.
    a. Uses visual, auditory, and kinesthetic instructional methods.
    b. Uses inductive and deductive teaching strategies.
    c. Uses individual, small group, and large group activities.
    d. Uses knowledge of the class and individual students through observation and test
        results (teacher-made and published) to design classroom and non-classroom
        educational experiences.
    e. Uses methods that take individual needs into account.
    f. Provides assignments that give options for preferred learning styles.
    g. Provides extra help and enrichment activities.
    h. Provides hands on, concrete experiences when appropriate.
    i. Encourages peer interaction.
Learning Environment

11. Sets and maintains appropriate standards for student behavior.
   b. Manages disruptive behavior constructively.
   c. Demonstrates fairness and consistency in handling student problems.
   d. Recognizes and handles discipline problems diagnostically.
   e. Establishes and communicates clear standards for student behavior.

12. Establishes a tone and atmosphere that is conducive to learning.
   a. Exhibits positive relationships with students individually and in groups.
   b. Maintains a physically safe environment.
   c. Maintains a psychologically non-threatening environment.
   d. Adapts to unanticipated questions and events.
   e. Shows courtesy and tact.
   f. Demonstrates a willingness and ability to be flexible.
   g. Uses positive reinforcement.
   h. Involves students in decision-making.

13. Organizes the classroom for effective instruction.
   a. Schedules learning time according to policy for specific subjects.
   b. Directs activities in an orderly fashion.
   c. Sets classroom procedures.
   d. Monitors the rest of the class while working with small groups or individuals.
   e. Varies the room arrangement so that it is appropriate for the lesson.
   f. Creates guidelines for students to follow when working in small groups.

   a. Is readily available to students.
   b. Communicates emphatically, accurately, and with understanding.
   c. Respects students as individuals.
   d. Listens to students.
   e. Uses discretion in handling confidential information and difficult situations.
   f. Promotes personal goal setting by the students.
   g. Provides orientation for new students.
   h. Acknowledges the right of others to hold differing views or values.
   i. Gives constructive criticism.
   j. Gives praise and encouragement when appropriate.
   k. Makes an effort to know each student as an individual.
   l. Helps students develop efficient learning skills and work habits.
   m. Creates a climate in which students display initiative and assume personal responsibility for learning.
Professional Involvement

15. Assists in enforcing school policies and regulations.
   a. Manages discipline problems in accordance with administrative regulations.
   b. Monitors student activities and insists on general decorum throughout the entire building.

16. Establishes and maintains cooperative professional relationships.
   a. Shares and coordinates ideas, materials, and methods with colleagues.
   b. Makes use of school support services as needed.
   c. Brings up related concerns to the attention of appropriate personnel.
   d. Demonstrates an ability to manage professional relationships.

17. Takes an active role in the life of the school.
   a. Participates in curriculum review and revision.
   b. Assumes committee responsibilities.
   c. Assumes necessary non-instructional responsibilities.
   d. Shows support for school events.

18. Fulfills extracurricular responsibilities.
   a. Organizes and conducts regular practices and meetings.
   b. Encourages involvement of all team or club members.
   c. Takes responsibility for the use of equipment and facilities.
   d. Ensures supervision of club and team members before, during, and after practices, meetings, and games.
   e. Sets and enforces appropriate standards and school policies.
   f. Shows sensitivity to students' individual needs.
   g. Promotes development of appropriate skills needed to be effective in sport or activity.
   h. Communicates appropriately with parents, students, and officials.
   i. Makes effective use of available time.
   j. Takes advantage of opportunities to improve own skills and knowledge of the activity.

19. Communicates with parents.
   a. Shows tact and diplomacy when talking with parents.
   b. Interprets students' academic and behavioral performance clearly and accurately in written reports and conferences.
   c. Reacts to parents' criticism in a positive way.
   d. Responds promptly to parent concerns.
   e. Maintains a level of communication with parents.
   f. Supports and participates in parent-teacher activities.
   g. Promotes parent interest in the school.
   h. Uses correct written expression in reports.
20. Participates in professional growth activities.
   a. Attends conferences; participates in workshops.
   b. Makes visits to other classrooms within the school.
   c. Makes visits to other schools.
   d. Adapts newly acquired knowledge to classroom instruction and curriculum.

21. Accomplishes professional growth goals.
FACULTY EVALUATION

SUMMATIVE REPORT
FACULTY EVALUATION
SUMMATIVE REPORT

Comments identify areas which:

Need Improvement:
Teacher meets criteria inconsistently or not at all.

Are Competent:
Teacher meets criteria in an acceptable manner. Improvement may be anticipated in specified areas.

Are Proficient:
Teacher is highly effective and possesses multiple strengths in meeting criteria.

TEACHER'S NAME: ____________________________ DATE: ______________________

The teacher:

Teaching Act

1. Sets goals congruent with prescribed curriculum

   COMMENTS:

2. Plans for use of time, materials, and resources.

   COMMENTS:

3. Uses motivational techniques.

   COMMENTS:

4. Articulates the issues.

   COMMENTS:
5. Uses various question and responding techniques. COMMENTS:

6. Ensures student time on task. COMMENTS:

7. Monitors student progress. COMMENTS:

8. Evaluates students' performance. COMMENTS:

9. Displays knowledge of curriculum and subject matter. COMMENTS:

10. Varies instructional techniques to accommodate a variety of learning styles. COMMENTS:

Learning Environment

11. Sets and maintains appropriate standards for student behavior. COMMENTS:
12. Establishes a tone and atmosphere that is conducive to learning.

13. Organizes the classroom for effective instruction.


Professional Involvement

15. Assists in enforcing school policies and regulations.

16. Establishes and maintains cooperative professional relationships.

17. Takes an active role in the life of the school.

18. Fulfills extracurricular responsibilities.
19. Communicates with parents.

COMMENTs:

20. Participates in professional growth activities.

COMMENTs:

21. Accomplishes professional growth goals.

COMMENTs:

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SUMMARY

Significant Strengths:

Areas That Need Strengthening:
Professional Growth Goals—_—School Year:

Teacher's Comments:

Teacher's Signature ____________________________ Date __________

("The signing of this document does not necessarily indicate agreement with the evaluation, only that the contents have been reviewed.")

Division Head's Signature ____________________________ Date __________

Department Head's Signature ____________________________ Date __________
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Grade</th>
<th>Period</th>
</tr>
</thead>
</table>
| 1. What aspects of the course have you liked the most?  
What has helped you learn the subject? |       |        |
| 2. What aspects of the course have you liked the least?  
In your opinion, what things have not been worthwhile? |       |        |
| 3. What could the teacher do to improve the course, atmosphere, teaching, and learning? |       |        |
| 4. What could the other students do to help make improvements? |       |        |
| 5. What could you do to help make improvements? |       |        |
STUDENT FEEDBACK

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Grade</th>
<th>Period</th>
</tr>
</thead>
</table>

Please read each statement carefully and circle the number of the response that you feel is most appropriate. If you feel that your response is between two of the possibilities shown, circle the number between them. You may make any additional remarks about any of the categories that you wish.

1. The teacher seems interested in teaching this class.
   almost never  sometimes  almost always
   1  2  3  4  5

2. The teacher is courteous, considerate, and friendly.
   almost never  sometimes  almost always
   1  2  3  4  5

3. The teacher encourages students to express their thoughts and feelings about the class content.
   almost never  sometimes  almost always
   1  2  3  4  5

4. The teacher wants the students to do well in the course.
   almost never  sometimes  almost always
   1  2  3  4  5

5. The teacher pays attention to everyone in the class.
   almost never  sometimes  almost always
   1  2  3  4  5

6. The teacher presents the subject in an interesting way.
   almost never  sometimes  almost always
   1  2  3  4  5

7. The teacher shows a sense of humor.
   almost never  sometimes  almost always
   1  2  3  4  5

8. The teacher is willing to review material that the students don't understand.
<table>
<thead>
<tr>
<th></th>
<th>almost never</th>
<th>sometimes</th>
<th>almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

9. The teacher helps students understand the material without embarrassing them.

<table>
<thead>
<tr>
<th></th>
<th>almost never</th>
<th>sometimes</th>
<th>almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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