

The Guam Professional Teacher Evaluation Program

Revised Version

May 30, 2014

Table of Contents

- I. Introduction**
- II. Purpose of Guam Professional Teacher Evaluation Program**
- III. Standards for Evaluation**
- IV. Evaluation Responsibilities**
- V. Measures of Evaluation**
- VI. Classroom Teacher Evaluation Cycle**
- VII. Teachers Receiving “Ineffective” Rating**
- VIII. Confidentiality**
- IX. Appeal Process**
- X. Training Requirements**
- XI. Evaluation Review**
- XII. Definitions**

The Guam Professional Teacher Evaluation Program

I. Introduction

In April 2012, a teacher evaluation committee of Guam Department of Education administrators and Guam Federation of Teacher educators was convened to improve the Professional Teacher Evaluation Program (PTEP). Individuals from the Office of the Superintendent and the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service provided expertise and assistance.

Implementation of the PTEP, originally adopted in the late 1980s, has been inconsistent throughout the district with only a minority of teachers reporting being formally evaluated. In addition, in 2006, the school board adopted new Guam Teacher Professional Standards, warranting a revision of the older evaluation program.

It is the goal of the present teacher evaluation committee to develop a new teacher evaluation system that will improve the level of instruction and positively impact student learning. This system will be consistently implemented in all of the Guam Department of Education Schools. The committee will draw from proven state evaluation programs, effective teacher evaluation systems, and recent research.

II. Purpose of Guam Professional Teacher Evaluation Program

The primary purpose of the Guam **Professional Teacher Evaluation Program** is to continuously improve the instruction provided to each student. Evaluation also plays a significant role in ensuring accountability and professional growth. Educator evaluations must consider a balance of both educational practice and student outcome data, identified as student growth. The teacher evaluation system provides teachers and their school principals with **valid and reliable information that should help teachers to improve and/or extend their instructional practices. Additional or specialized assistance** is identified with a supportive, focused evaluation program.

All teachers will be evaluated using the Guam Teacher Professional Standards, namely Standard 1: Planning; Standard 2: Instruction; Standard 3: Management; Standard 4: Reflection and Professional Development; and Standard 5: Learning Communities. Mini-observations along with evidence of student growth will be the basis for the end-of-the-year assessment, in addition to a report on the progress accomplished on the individual teacher's Professional Growth Plan (PGP).

Every teacher has room for growth. A teacher's **Professional Growth Plan (PGP)** is a plan of action for that development. The plan will include a timeline, identified focus or goal, the identification of documents to support growth. Working with administrators and/or a team of colleagues, the educator is able to reflect on current practices and identify areas for development. Professional learning should include collecting and interpreting data that identifies student growth. The plan should be submitted for approval to the administrator, with revisions as needed. At the completion of the yearly plan, the administrator year-end evaluation and finished documentation may be used for recertification.

The Guam Professional Teacher Evaluation Program (PTEP) has the following objectives:

- To improve teacher practice by ensuring a link to professional learning;
- To gather data on student growth and teacher performance;
- To develop a support system for professional growth; and
- To fulfill the Guam Teacher Professional Standards.

III. Standards for Evaluation

The Guam Teacher Professional Standards

The Guam Teacher Professional Standards, adopted on July 26, 2006, were revised for the Professional Teacher Evaluation Program to incorporate current best practices. This document presents standards and indicators to guide the preparation of new teachers and the continuing development of experienced teachers. Using the standards as the basis for evaluation clarifies expectations and enhances professional conversations in schools. The teacher evaluation system will define what a highly qualified teacher is doing well and what a teacher can do to improve in order to be rated as distinguished in all five Guam Professional Teacher Standards.

- Standard I: Planning
- Standard II: Instruction
- Standard III: Management
- Standard IV: Reflection and Professional Development
- Standard V: Learning Communities

Teachers will be evaluated on **two** separate indicators that are selected from **two** different standards in any given year, with the expectation that all standards will be assessed over a time period of three years.

IV. Evaluation Responsibilities

Principals

It is the principal's responsibility to ensure that the Professional Teacher Evaluation Program, its policies, and timelines are followed at each school site. The principal will provide training for all teachers in the Professional Teacher Evaluation Program and Professional Growth Plans. Where appropriate, it is the principal's responsibility to ensure that evaluators are properly trained in the evaluation process. The collaboration of the principal and the teachers will enhance the educational system and the opportunities for both student and teacher growth.

Teachers

It is the responsibility of all teachers to know and understand the Professional Teacher Evaluation Program. Teachers shall work with the principal and/or evaluator to help ensure that the Professional

Teacher Evaluation Program, its policies, and timelines are followed within the teacher's evaluation cycle.

Principal's Designee or Peer Evaluators

It is the responsibility of the principal's designee or peer evaluator to understand the Professional Teacher Evaluation Program and follow all guidelines and timelines as indicated. These individuals collaborate with the principal and the teacher and are not responsible for hiring or firing.

Superintendent

It is the responsibility of the Superintendent to ensure that principals have the time, funding, and training to meet all the requirements of the Professional Teacher Evaluation Program.

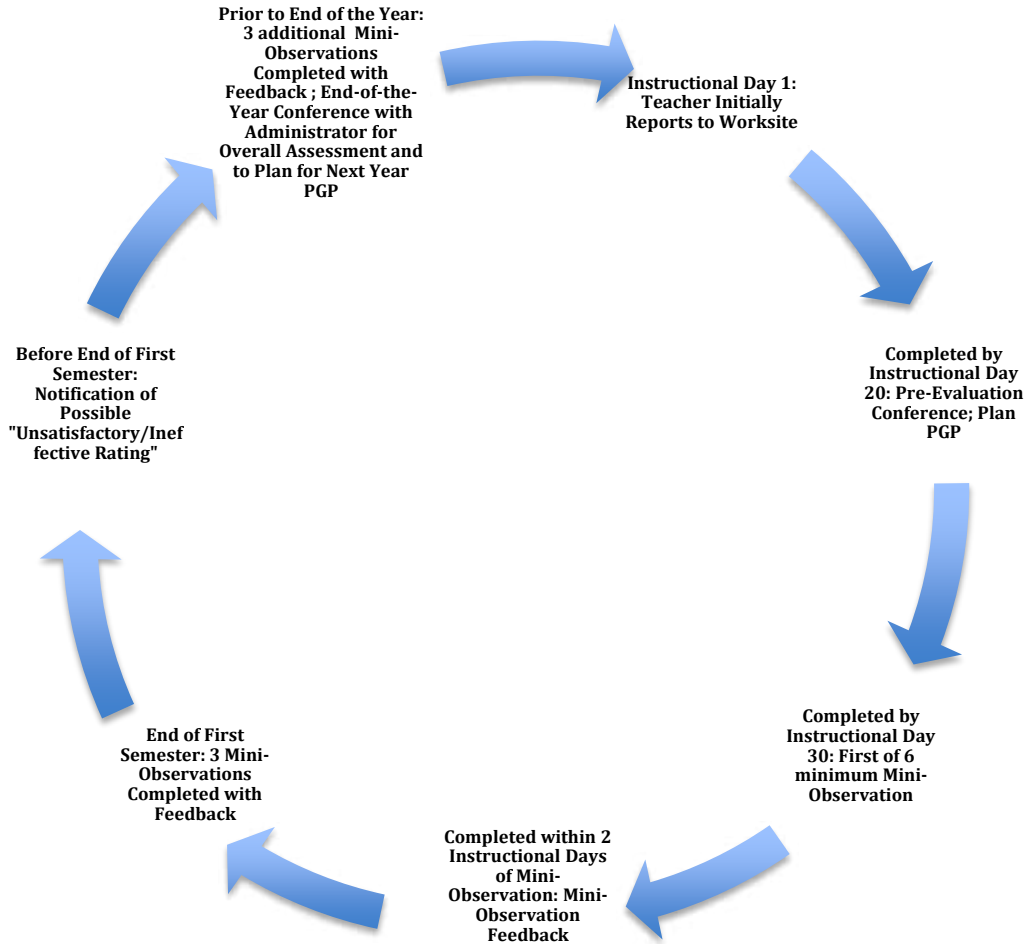
If these responsibilities are fulfilled, best practices indicate that there will be a significant improvement in instruction and student growth.

V. Measures of Evaluation

Educator evaluations should consider both practice and student outcome data since student growth is a significant part of the overall rating. The measures of evaluation include mini-observations, evidence of student growth, and perception surveys, and additional evidence or documentation. The evaluator will be able to gather data through classroom observation activities, review of lesson plans, classroom records, interviews, analysis of artifacts from the classroom and community, and portfolios. The evaluation rating will include the overall assessment on professional practice and student growth evidenced through the three general categories (1) Multiple Classroom Mini-Observations, (2) Student Growth, and (3) Perception Surveys. In addition, the teacher has the option to provide additional evidence or documentation.

VI. Classroom Teacher Evaluation Cycle

1. Pre-Evaluation Conference Identifying Professional Growth Plan
2. Mini-Observations and Feedback (throughout the year)
3. Collection of Student Growth Data
4. Perception Surveys
5. Optional Supporting Evidence
6. End-of-the-Year Conference



1. Pre-Evaluation Conference

The teacher and evaluator will complete the Pre-Evaluation Conference within the first 20 instructional days of the school year, or reporting to school site, if a conference was not held at the end of the previous year. During the Pre-Evaluation Conference, both teacher and evaluator will discuss, agree and complete the teacher's Professional Growth Plan.

The Professional Growth Plan will include:

- A. the agreed upon focus or goals for improvement based on Guam Teacher Professional Standards; At least two (2) stated goals for improvement based on the Professional Teacher Standards' Indicators on improving student growth and teacher practice chosen collaboratively by both teacher and evaluator. One goal from one indicator in Guam Professional Teacher Standards I, II, or III must utilize student growth measurements. The second goal from one indicator in Guam Professional Teacher Standards I-V has the option to continue with student growth measurements or may utilize additional evidence or documentation. The two goals must not be from the same standard.

- B. the method or type of assessment to be used for student growth;
- C. timeline; and
- D. type of perception survey to be used;
- E. Any other optional, supporting evidence for Professional Teacher Standards' indicators and/or student growth.

In addition, the evaluator and educator will discuss the teacher's involvement in school committees and professional development, and any support needed from the administration. A teacher may form a collegial team to provide feedback, give advice, and support for the achievement of the goals.

2. Multiple Classroom Mini-Observations (Informal Observations) with Feedback

Mini-Observations (Informal observations, walk-through observations) are unannounced classroom visits lasting a minimum of ten (10) minutes. A minimum of six (6) mini-observations for all teachers is required during the school year/evaluation cycle with a minimum of three (3) mini-observations during the first semester and three (3) in the second semester.

Due to the fact that all teachers have varying levels of proficiency, and require different forms of professional growth and development, an evaluator and/or teacher may choose to have more mini-observations than the minimum of six (6) during the evaluation cycle. Probationary teachers, those new to the system, need additional mentoring and encouragement during their first year of teaching.

Two required forms will be used by the evaluator for the mini-observations: The Mini-Observation Record Form and The Professional Teacher Standards Assessment Form.

- A. The purpose of the Mini-Observation Record form is to document the occurrence of classroom observations and is acknowledged by both evaluator and teacher.
- B. The results of the mini-observations will be included in the Professional Teacher Standards Assessment form.
- C. Evaluators who observe areas of achievement, not identified as the two stated goals in the PGP, may share those areas with the teacher during a post-observation conference and may include their observations in the Professional Teacher Standards Assessment form.
- D. When an evaluator observes an area(s) of concern, identified in the PTEP indicators in Standards I, II, or III, that may need immediate attention, but is not identified in the PGP, the PGP must be revised with the teacher during a post-observation conference to address the area of concern.
- E. The teacher will not be evaluated on an indicator that is not observed. An indicator that is not evident during the observation will be recorded as "Not Applicable" (NA) and will have no impact on the final assessment rating.

Within two (2) days of each mini-observation, the evaluator will: 1) Input the required information on the Mini-Observation Form and 2) Provide feedback to the teacher.

Post-mini-observation feedback must be written with a copy provided to the teacher. The administrator periodically may decide to hold a formal or informal meeting to share the overall assessment of the teacher's strengths and areas of improvement.

When areas for improvement continue to be observed, both the teacher and the evaluator will develop a Performance Improvement Plan (PIP) immediately. (See Section VII)

3. Collection of Student Growth

The teacher will collect data on the student growth identified during the pre-conference, to assess the teacher's classroom instructional performance.

Student growth is defined as a reasonable and acceptable rate of growth as identified over two points of time. The measurement for this growth will vary depending on the subject being taught. Growth models measure the progress of students over a period of time and document the changes in scores for individual classes, cohorts, or individual students.

It will be the responsibility of the educator in collaboration with the administrator, professional growth team, or professional learning community (PLC) to determine the specific areas to be measured and the timeline for the assessments. Student growth may include multiple measurements, student learning objectives, and be based on the standards for the content area taught. Discussions on the results will focus on success or further study for improvement.

The following may be acceptable measures of student growth:

- Student learning objectives
- Curriculum based measurements
- Standardized testing

4. Perception Surveys

Parent perception surveys and Student perception surveys are vital methods to evaluate teacher effectiveness in addition to teacher observations and measuring student growth. Perception surveys allow teachers to see their strengths and weaknesses within their classrooms. At the end of the school year, parents and students will be provided a survey. This survey will be used as part of the teacher evaluation.

5. Optional Supporting Evidence

***Analysis of Artifacts that meet the Professional Teacher Standards**

Artifacts are an additional measure of teacher and student growth. A collection and selection of student data can be analyzed by the teacher or by the administrator in conjunction with the teacher to determine areas of achievement and growth. The artifacts can be related to any of the standards

and may include individual student work or accumulated class records. Artifacts may be collected by the administrator to demonstrate evidence of teaching practice. The teacher artifacts may be collected into a portfolio for review.

A teaching portfolio allows the educator to collect, select, and reflect on the accomplishments in the classroom (Alyce Hunter). Lessons, units, strategies and assessments can be included, along with reflections. The educator is able to reflect on current practices and identify areas of student growth and teacher achievements. The format could be either in hard copy or e-portfolios. Suggestions for inclusion:

- Standards and Evidence of Mastery or Improvement
- Self-Reflection
- Lesson/Unit Plans
- Teacher presentations or slide shows
- Videos of teaching or learning practices
- Learning snapshots
- Evidence of Student Data
- Interviews or evidence from student journals
- Samples of Student Work from Unit Plan
- Samples of Student Assessments
- Analysis of Student Growth
- Behavioral Management Plan
- Teacher/Parent Communication Log
- Tutoring, Coaching, Workshops, Committee Involvement
- Training for staff development
- PLC Professional Learning Communities
- Committee or Community involvement
- Special projects, action research projects, or grants
- Partner Pre-Reflection/Dialogue of Unit Plan (The purpose of this partner dialogue is to Encourage collegiality and professional dialogue, as well as to provide an opportunity for Collaboration on unit planning.)
- Documented Accomplishments that contribute to student learning

Note that portfolios can cover one standard for the year, one area of improvement, or one goal and can be added to yearly, if desired.

6. End-of-the-year Conference

The End-of-the-year Conference is a reflection of the evaluator's overall assessment of the teacher based upon the Mini-Observations, feedback discussions, and the evaluator's general appraisal over the course of the evaluation cycle of the teacher's proficiency in the Guam Professional Teacher Standard indicators, and student growth. The evaluator will record the teacher's score for each applicable indicator on the Evaluation Form.

The teacher shall initial all required evaluation cycle forms in the space provided. Teacher's initials do not indicate agreement, but do indicate that the teacher has received the forms. Copies of all evaluation forms shall be given to the teacher.

Observation Cycle

- **Instructional Day 1: Teacher Initially Reports to Worksite**
- **Completed by Instructional Day 20: Pre-Evaluation Conference; Plan PGP**
- **By Instructional Day 30: First of 6 minimum Mini-Observation**
- **Completed within 2 Instructional Days of Mini-Observation: Mini-Observation Feedback**
- **End of Semester: 3 Mini-Observations Completed with Feedback**
- **Before End of First Semester: Notification of Possible "Unsatisfactory/Ineffective Rating"**
- **Prior to End of the Year: 3 additional Mini-Observations Completed with Feedback**
- **Prior to End of the Year: End-of-the-Year Conference with Administrator for overall assessment and to plan for next year's PGP**

Required Forms for Evaluation Cycle

Form A.	Pre-Evaluation Conference Form
Form B.	Professional Growth Plan
Form C.	Mini-Observation Forms (minimum 6)
Form D.	Notice of "Ineffective" and placement into PIP (Professional Improvement Plan)
Form E.	Professional Improvement Plan
Form F.	End-of-the-year Summary Evaluation Form (This form must be given to GCEC for renewal of certification.)
Form G.	Professional Teacher Standards Assessment Rubrics

Notes on Educator Assessment

In the event that the teacher feels there is a conflict of interest with the assigned evaluator, the teacher may provide a written request for a different evaluator. If the request is denied, the teacher may use the grievance or appeal process.

If evaluation result is "Effective or Highly Effective," the teacher may begin developing next school year's evaluation plan. The principal will meet with the teacher no later than the end of the school year to finalize their professional growth plan for the upcoming school year.

If the teacher's level of performance is found to be consistently deficient in any standard within the Evaluation Cycle, the evaluator and the teacher will create a Professional Improvement Plan.

VII. Teachers Receiving "Ineffective" (Below Teacher Performance Standards) Rating

It is the goal of the educator evaluation to assist all teachers to become better at their profession. If a teacher received a rating of "Ineffective" steps will be taken to provide assistance for the educator. An "Ineffective" rating is identified as having a deficiency in the standard as based on the rubric descriptors. The administrator should confirm the "Ineffective" rating through additional observations. If the additional assessment again identifies an area below performance standard, the educator and the administrator should immediately create a plan to assist the educator to address deficient areas.

If evaluation result is "Ineffective," the teacher must receive the notice **no later than January 31st (or end of first semester)**. A Performance Improvement Plan (PIP) must be developed and implemented addressing the area(s) of needed improvement. The Performance Improvement Plan will become a part of the professional growth plan for the rest of the year. Any teacher under probationary status who receives an "Ineffective" rating may have the probationary period extended another year.

Options for PIP may include additional mentoring, courses, readings, observations of other teachers, analysis of student growth data, team collaboration. The Mini-observation conferences will determine if the concern(s) have been resolved and if the teacher may then receive a rating of "Effective."

The PIP process will include:

- A. A meeting with the principal and teacher. The professional growth plan committee may be included, if desired.
- B. Written documentation of the specific area(s) of needed improvement.
- C. Written identification of possible solutions and responsibilities for teacher and administrator determined through collaboration.
- D. A time line.
- E. Evidence to be collected to demonstrate improvement, including student growth measurements.

If the concern is not resolved and a rating of "Ineffective" is received by the end of the year, the teacher and the administrator will decide if additional time is needed for improvement. If there is no effort to seek improvement by the teacher, disciplinary action identified in Personnel Rules and Regulations may be initiated.

When the concern(s) have been resolved and the teacher receives a rating of "Effective," the teacher then moves to the regular evaluation cycle.

VIII. Confidentiality

All aspects of the evaluation process and results are confidential and are to be shared only with appropriate personnel. Should a teacher transfer from one school to another within GDOE, the

evaluation records, documentation, and attachments may also be transferred. However, evaluation records, documentation, and attachments must not be transferred to other school districts, organizations, or individuals without written permission of the teacher. Principals have the option of using appropriate school employees to assist in the preparation of forms and records; however, administrators must provide said employees with clear instructions regarding confidentiality and control of records.

The Professional Growth Plan, Performance Improvement Plan, Mini-Observation Record, Professional Teacher Standards Assessment, and any documentation related to the assessment, including teacher's written comments attached to any of these records shall be maintained as part of the evaluatee's personnel file and shall be confidential. The teacher will be given a copy of all documents filed under this section.

IX. Appeal Process

The purpose of the teacher evaluation program is to improve teacher ability and student learning. It is a collegial process and every effort will be made to insure that the evaluation process is not seen as a threatening exercise. It is recognized that occasionally a teacher may feel he/she has not been fairly evaluated. In those cases the teacher has the right to appeal.

As always, the most collegial way to resolve any issue that may arise to the level of appeal should be resolved, if at all possible, at the lowest level. The appeal process has been developed with this in mind.

APPEAL OF ASSIGNED EVALUATOR

If, after collaboration between the teacher and the principal, the teacher has been assigned an evaluator about whom the teacher has professional reservations he/she needs to inform the principal at the time of the assignment. Should the principal assign the evaluator over the teacher's objection the teacher will meet with the principal within five days of the notice of assignment and formally request another evaluator.

The principal will formally notify the teacher within five (5) days of either the name of the new evaluator or why the principal feels the request is unreasonable (Note: No reasonable request will be denied). Should the principal reject the request, but the teacher continues to feel the assigned evaluator is inappropriate, the teacher may appeal to the Associate/Deputy Superintendent within five (5) days of receiving the principal's response in writing.

The Associate/Deputy Superintendent will meet with the principal and the teacher within five (5) days of receiving the written request of the teacher in an attempt to resolve the assignment without further intervention.

Should no resolution between the principal and the teacher be reached, the Associate/Deputy Superintendent will assign an evaluator and the evaluation process will begin. If the teacher does not agree, he/she may choose to initiate the appropriate grievance procedure (Personnel Rules and Regulations); however, because of the time involved and the conferences and efforts that have already been attempted, the teacher will start at step 2 – Formal Grievance Procedures.

APPEAL OF END-OF-THE-YEAR FINAL EVALUATION RESULTS

While the evaluation process has as its goal the improvement of teacher instruction, if, after receiving the final results, a teacher feels the rating given is unjustified or inappropriate, the teacher may meet with the evaluator, if not the principal, within five (5) days to resolve the discrepancies.

If the issue cannot be resolved at this meeting, the teacher may meet with the principal within three (3) days, if not the evaluator, in an attempt to find a solution. If the principal was the evaluator, then this step would be skipped and the teacher would move automatically to the next step.

If the teacher still disagrees with the results, he/she may follow the Personnel Rules and Regulations Grievance Procedures beginning with step 2 – Formal Grievance Procedures.

X. Training Requirements

- Those making evaluative decisions must be adequately trained so their assessments are accurate, consistent, and based on evidence. Inter-rater reliability will be ensured through the regular training of evaluators in hands-on implementation of the program. Training must be conducted annually and all school-site administrators are required to attend training in inter-rater reliability.
- In addition, teachers need to be trained in the evaluation process to understand their responsibilities and the benefits of assessment on student growth. Since all teachers may be participating in observation or professional growth teams, it is important that extensive training in evaluation be open to all those interested.

The following dimensions are to be included in the training of evaluators and teachers:

- Guam Teacher Professional Standards
- Professional Growth Plan
- Performance Improvement Plan
- Conducting Mini-Observations
- Complete the Professional Growth Forms and Evaluation Forms
- Recognize examples of the evaluative criteria in action. [Teacher Performance Standards]
- Interpret the evidence for some aspect of teaching against the evaluative criteria
- Make a judgment about the teacher's performance, linking the interpretation to the descriptions of levels of performance [Rubric]
- Understand student growth and interpretation of data
- Providing feedback, such as stating strengths and weaknesses, offering suggestions or ideas on best practices
- Environment assessments
- Student assessments

- Portfolio preparation
- Assessment of portfolios
- Professional ethics
- Evaluation Process
- Goal Setting
- Clinical observation techniques:

XI. Evaluation Review

The Superintendent is responsible for the continuous appraisal of key aspects of the teacher evaluation system to ensure its proper functioning. The Superintendent will initiate a review of the Professional Teacher Evaluation Program at least every five years. The Superintendent should establish a committee of administrators and teachers to conduct a regular review of the process and allow recommendations for revisions to be made as needed.

One criterion for administrative effectiveness is demonstrated competency in the evaluation of teacher performance. The evaluation system for school administrators is parallel to the teacher evaluation system to ensure consistent professional evaluation.

In addition, the more familiar the administrators and teachers are with the assessment process, the use of the process will become easier.

XII. Definitions

- Acceptable Rates of Student Growth:** A reasonable and acceptable rate of growth as identified over two points of time, pertains to the subject being taught, **and determined by administrator and teacher.**
- Collaboration:** Opportunities to meet and work together on specific topics or goal. This is a process by which an administrator or teacher colleague provides support, direction, and feedback in a non-evaluative context. It is used to support teachers to pursue new directions or strategies. The process may involve classroom observation, conferences, review of student work, or development of a professional portfolio.
- Curriculum-based Measurement:** Methods teachers use for monitoring student progress and success of the instruction through direct assessment of academic skills that are part of the school's curriculum.
- Educator Portfolios:** A compilation of evidence to demonstrate teacher effectiveness through aspects not readily observable in a classroom setting. Using reflection on evidence gathered over a period of time, educators demonstrate knowledge and application of teacher standards and indicators of content and pedagogy.
- Effective Teacher:** A teacher whose students demonstrate acceptable rates of student growth.
- Goal:** An area of focus for improvement based on Guam Teacher Professional Standards indicators. At least two (2) stated goals are required for improving student growth and teacher practice in any given year, with the expectation that all standards will be assessed over a time period of three years.

One goal from one indicator in Guam Professional Teacher Standards I, II, or III must utilize student growth measurements. The second goal from one indicator in Guam Professional Teacher Standards I-V has the option to continue with student growth measurements or may utilize additional evidence or documentation.

- F. **Inter-rater Reliability:** The degree of agreement among raters; score of consensus
- G. **Mini-Observation:** An evaluation activity which is unstructured or exploratory. A Mini-observation is when the observer just drops in and observes what activity is occurring at the time. Mini-observation should last between 5 and 10 minutes. Some type of feedback will be given. The observations by administrators or peers will help to identify exemplary teachers. Frequent mini-observations will allow administrators and teachers to identify areas which need further reflection and to collaborate on the process of improvement of practice.
- H. **Peer Evaluations:** The process conducted by peer evaluators of observation and discussion on the teaching and learning processes of an evaluatee. While peer evaluations or classroom reviews can be used for both summative and formative purposes, the evaluator and evaluatee must understand the particular purpose for the review. The peer evaluator is selected by the
- I. **Peer Evaluators:** Persons, usually a faculty member, who observes another and gathers information about the evaluatee's effectiveness in the classroom.
- J. **Pre-Observation Conference:** At this time there will be a discussion of the goal-setting, special demographics or accommodations of the students and/or class, the date, time, subject/course, and the focus of the observation.
- K. **Professional Growth Plan (PGP):** Professional Growth Plan is the component of the evaluation program to encourage teacher improvement and enrichment, completed by the educator, and approved by the site administrator. It is based on the professional teacher standards, classroom observations, student growth, perception surveys, and any additional evidence gathered as support of professional growth. The emphasis is on personal responsibility for professional growth and student growth. The teacher sets goals and assesses personal progress in relation to those goals. The Guam PGP can be used to fulfill the requirements for renewal of educator certification with appropriate forms and information located at the websites for GCEC (www.gcec.guam.gov).
- L. **Performance Improvement Plan:** When an area for improvement is identified through , and/or observations within the evaluation cycle and a teacher is identified as having performance deficiencies, a Performance Improvement Plan will be created to facilitate the improvement of the teacher's performance.
- M. **Student Growth:** The change in student achievement for an individual student between two or more points in time, e.g. pre/post-test, beginning/end of semester assessments, IEP progress. Student growth is measured at the classroom-level, specifically the academic growth of the students in the teacher's classroom.
- N. **Student Learning Objectives:** Statements written by teachers about what students will know or will be able to do in a teacher's classroom. Objectives must be observable and measurable in order to be used as evidence of student growth.

APPENDIX:

FORMS

FORM A

PRE-EVALUATION CONFERENCE FORM

Educator:	
Evaluator:	
School & Assignment:	
Date of Pre-Conference:	
Notice Sent <input type="checkbox"/>	Notice Received <input type="checkbox"/>
Professional Growth Plan Discussed <input type="checkbox"/>	Professional Growth Plan Submitted <input type="checkbox"/>
Student Growth Measures Determined <input type="checkbox"/>	
Comments:	

Concurred by:

Educator's Name & Signature/Date

Evaluator's Name & Signature/ Date

PROFESSIONAL GROWTH PLAN

The premise of the Professional Growth Plan is to demonstrate the impact the teacher will have on student growth. One (1) goal must be selected from Standard 1, 2, or 3 which directly or indirectly impact student growth. The proposed goal identified by the teacher should be supported by evidence of achievement. The second goal may be selected from any Standard (1-5). The second goal must be supported with evidence. In addition, the professional educator should be able to provide evidence of student growth.

The concept of Action Research would benefit teachers in the determination of a professional growth plan. Action research is effective in creating school and community partnerships aimed at collecting and analyzing valid and reliable information for data-driven decision making. Steps in the process include identifying the problem, planning possible solutions, implementing activities to impact student growth, assessing the results of the actions, and reflecting on the results.

FORM B
PROFESSIONAL GROWTH PLAN

___ OF 2

Use this form in conjunction with the 5 standards and indicators.

Educator:	
School & Assignment:	
Date:	
Standard/Criteria: Please check the Standard(s) being addressed. <input type="checkbox"/> I. Planning <input type="checkbox"/> II. Instruction <input type="checkbox"/> III. Management (must impact student growth) <input type="checkbox"/> IV. Reflection <input type="checkbox"/> V. Learning Communities	
Step 1	Professional Growth Goal Standard Indicator # _____ : (identify) _____
Step 2	Your rationale for choosing this goal. (e.g. SMART goal, department or PLC goal, school goal, accreditation, personal reflection, perceived area for growth, etc.)
Step 3	Evidence of Professional Growth/Evidence of Student Growth (e.g., tools, samples, reports, rubrics, forms, grade reports, agenda, minutes, portfolios, etc.)

Step 4	Detailed Timeline for Proposed Activities	
	MONTH	ACTIVITY
	EVIDENCE	
Step 5	Additional resources needed from Administration or Team	
Step 6	Collaboration with Your Professional Growth Team (Optional)	
	<p>Arrange to consult with your Professional Growth Team and share your plan.</p> <p>Acknowledgement of Plan: (Team members)</p> <p>_____ Date: _____</p> <p>_____ Date: _____</p> <p>_____ Date: _____</p>	

Concurred by:

Educator's Name & Signature/Date

Evaluator's Name & Signature/ Date

Professional Growth Composition Team Form
(Optional Activity)

Educator:

Date:

School and Assignment:

Evaluator:

Team Members:

Name	Position	Institution	e-mail address	Signature & Date

Concurred by:

Educator's Name & Signature/Date

Evaluator's Name & Signature/ Date

Professional Development Activities

All activities identified below should be aligned with the Professional Growth Plan.

Professional Development Activities	Evidence
1. Courses related to education or a subject area taught	Official transcripts from an accredited institution. Each semester hour of courses is equivalent to 15 hours of professional development.
2. District or school sponsored in-service or other professional activities designed for professional development.	Written verification from the sponsoring district or school stating the dates of participation, accomplished outcomes, and number of clock hours completed.
3. Professional (education related) conferences or workshops.	Conference agenda and a verification or certificate from sponsoring organization noting participation and accomplishments.
4. Education research: shall be sponsored by a research facility or an accredited institution or funded by a grant	The published report of the research or verification by the sponsored agency and a statement of the dates of participation and the number of clock hours earned.
5. Leadership role in a professional organization (President, Vice-President, or governing board).	Written verification by the governing body of the professional organization of the dates of service and clock hours completed.
6. Serving on a visitation team for a school accreditation agency.	Written verification from the accreditation agency of the dates of service.
7. Completion of the process for certification by the National Board for Professional Teaching Standards.	Written verification for the National Board of Professional Teaching Standards and a statement from the employing district or school verifying the dates and clock hours completed during the certification process.
8. Serving as a mentor or a master teacher.	Written verification from the DOE or the University of Guam noting teacher(s) mentored or supervised, including dates of service.

RECORD OF PROFESSIONAL DEVELOPMENT HOURS

All activities identified below should be aligned with the Professional Growth Plan. This form should be planned in advance and completed after each subsequent activity.

Category *	Date(s) Completed	Description of Activity	# of Hours	**Type of Verification	Signature

Category *	Date(s) Completed	Description of Activity	# of Hours	**Type of Verification	Signature

* Category:

1 – course 2 – in-service or other professional activities 3 – conferences

4 – research 5 – leadership 6 – accreditation visiting committee 7 – NBPTS

** Type of Verification: T – transcript C – certificate A – signed attendance record L – log of hours (minutes)

*** Your PGP is a living document and can be modified throughout the school year. If you decide to adapt or add an activity to your PGP, make sure you work with your Administrator or Professional Growth Team to modify your PGP before completing the professional growth activity.

Hour-for-hour activities

1. Formal Courses

These experiences include activities sponsored by colleges and universities, professional associations, or training.

These courses must be directly tied into an identified goal outlined in the approved Professional Development Plan. One hour of college credit equals 15 hours of professional development.

2. Activities that Enhance the Teaching Profession

These are district or school-sponsored in-service or professional activities designed for professional development. These activities must be directly tied into an identified goal outlined in the approved Professional Development Plan.

These activities may include conferences or workshops or activities such as curriculum development, grant writing, mentoring, professional service on boards or committees, or teaching a course.

Service on boards/committees, specifically, shall not exceed 10 hours per year of professional development, provided that such service is directly tied into an identified goal outlined in the approved Professional Development Plan.

A mentor for a beginning teacher or a master teacher for a University of Guam student teacher may accrue one hour of professional development credit for each week of supervision.

Completion of the process for certification by the National Board for Professional Teaching Standards will meet the 90/120 hours requirement for recertification requirements.

3. Professional Studies

These activities can include action research, study groups, internships, accreditation committee work, sabbaticals, teacher exchanges.

The Professional Development Plan must describe how participation in the study is tied to an identified goal outlined in the approved Professional Development Plan. The following components must be included:

- A written rationale demonstrating how participation in the study is tied to an identified goal outlined in the approved Professional Development Plan.
- The projected number of hours which will be spent in the study
- A log of actual hours completed with the study.

FORM C

MINI-OBSERVATION FORM

Educator:
School & Assignment:
Evaluator:

Mini-Observation Date and Time	Evaluator's Initials	Notes	Feedback Given/Date	Educator Initials of Feedback
1				
2				
3				

4				
5				
6				

“INEFFECTIVE” RATING

It is the goal of the educator evaluation to assist all teachers to become better at their profession. If a teacher received a rating of “Ineffective” steps will be taken to provide assistance for the educator. An “Ineffective” rating is identified as having a deficiency in the standard as based on the rubric descriptors. The evaluator should confirm the “Ineffective” rating through additional observations. If the additional assessment again identifies an area below performance standard, the educator and the evaluator should immediately create a plan to assist the educator to address deficient areas.

If evaluation result is “Ineffective,” the teacher must receive the notice **no later than January 31st (or end of first semester)**. A Performance Improvement Plan (PIP) must be developed and implemented addressing the area(s) of needed improvement. The Performance Improvement Plan will become a part of the professional growth plan for the rest of the year. Any teacher under probationary status who receives an “Ineffective” rating may have the probationary period extended another year.

FORM D

NOTICE OF "INEFFECTIVE" RATING

Educator:
School & Assignment:
Evaluator:

It is the goal of the educator evaluation to assist all teachers to become better at their profession. This is to inform you that you have been rated "Ineffective" in one or more Professional Teacher Standards indicators. At this time you are given the opportunity to create a Professional Improvement Plan in order to address the deficiencies.

Please make an appointment to see your evaluator within 5 working days after you have received this notice.

Evaluator's Name & Signature/ Date

Acknowledge Receipt:

Educator's Name & Signature/Date

PROFESSIONAL IMPROVEMENT PLAN

The PIP process will include:

- A. A meeting with the evaluator and educator. The professional growth plan committee may be included, if desired.
- B. Written documentation of the specific area(s) of needed improvement.
- C. Written identification of possible solutions and responsibilities for educator and evaluator determined through collaboration.
- D. A time line.
- E. Evidence to be collected to demonstrate improvement, including student growth measurements, if applicable.

If the concern is not resolved and a rating of “Ineffective” is received by the end of the school year, the educator and the evaluator will decide if additional time is needed for improvement. If there is no effort to seek improvement by the teacher, disciplinary action identified in Personnel Rules and Regulations may be initiated.

When the concern(s) have been resolved and the educator receives a rating of “Effective,” the educator then moves to the regular evaluation cycle.

FORM E

PROFESSIONAL IMPROVEMENT PLAN

Educator:	
School & Assignment:	
Evaluator:	
Date:	
Standard/Criteria: Please check the Standard(s) being addressed. <input type="checkbox"/> I. Planning <input type="checkbox"/> II. Instruction <input type="checkbox"/> III. Management (must impact student growth) <input type="checkbox"/> IV. Reflection <input type="checkbox"/> V. Learning Communities	
Areas of Concern: Indicator(s) # _____ # _____	Explanation:
Solutions:	
Educator Responsibilities:	
Evaluator	

Responsibilities:		
	MONTH	EVIDENCE

The PIP should support the educator to become an effective teacher. If additional mini-observations are deemed necessary, the evaluator may visit more than the scheduled three per semester. The educator will be placed in PIP for at least 90 instructional days (six months) based on the school calendar. If the educator has any issues identified within the timeline indicated above, the PIP can be continued with a statement of continuation and the identification of a new timeline for growth and subsequent review.

FORM F

END-OF-THE-YEAR SUMMARY EVALUATION FORM
(THIS FORM IS REQUIRED BY GCEC FOR RECERTIFICATION)

Educator:
School & Assignment:
Evaluator:
Date:

A. Mini-Observations

Dates	Completed by Evaluator	Comments
1		
2		
3		
4		
5		
6		

B. Professional Growth Plan

Standards I, II, or III: Evidence/Report	Rating (See Form G)	Comments
Indicator:		

Standards I, II, III, IV or V: Evidence/Report	Rating (See Form G)	Comments
Indicator:		

C. Collection of Student Growth

Assessment to be used for Student Growth	Completed by Educator	Comments
Evidence of Student Growth	No Yes	

D. Perception Surveys

Type	Completed by Educator	Comments
Student Perception Survey	No Yes	
Parent Perception Survey	No Yes	

E. Overall Rating

OVERALL ASSESSMENT RATING	Comments: Explain Rating
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective	

Educator Signature/Date

Evaluator Signature/Date

PROFESSIONAL TEACHER STANDARDS ASSESSMENT FORM

Educator:	School / Assignment:
Evaluator:	Date:

STANDARD 1: PLANNING

A teacher will plan based upon knowledge of subject matter, students, the community, and curriculum goals.

Indicator	<i>Not Applicable</i>	LEVEL OF PERFORMANCE				Observation Notes
		Ineffective	Emerging	Effective	Highly Effective	
		1	2	3	4	
1.1 Demonstrates subject area competency in the content area(s) assigned.		The teacher displays little or no understanding of the content area being taught	The teacher displays a basic or limited understanding of the content area being taught	The teacher displays extensive understanding of the content area being taught, is able to relate to the scaffolding of the content	The teacher displays extensive knowledge of the important concepts, is able to relate to the scaffolding of goals, and interrelationship of the content to other disciplines	
1.2 Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical).		The teacher uses available assessments and does not use assessment results to plan future instruction	The teacher utilizes some appropriate assessments to evaluate group needs to design instruction for the group as a whole	The teacher has assessments designed for individual and groups of students and uses results to plan for future instruction	The teacher has designed formative and summative assessments to evaluate the learners' individual needs along with group performance, and designs instruction accordingly	

<p>1.3 Selects, creates, and evaluates relevant learning experiences to include long and short term goals to address curriculum standards.</p>		<p>The teacher rarely selects learning activities that are relevant to short and long term instructional goals</p>	<p>The teacher generally selects learning activities that are relevant to short term instructional goals to address curriculum standards</p>	<p>The teacher frequently selects and creates learning activities that are relevant to short and long term instructional goals to address curriculum standards</p>	<p>The teacher actively selects, creates, and evaluates learning activities that are rigorous, highly engaging, relevant to the long and short term goals addressing the curriculum standards</p>	
<p>1.4 Plans lessons and activities that are aligned with the district's adopted curriculum recognizing the needs, learning styles, and performance of diverse learners.</p>		<p>The teacher does not plan or adapt lessons and activities, aligned with the district's adopted curriculum, and does not have an understanding of the needs, learning styles, and performance of diverse learners</p>	<p>The teacher plans lessons and activities, aligned with the district's adopted curriculum, that display a limited understanding of the needs, learning styles, and performance of diverse learners</p>	<p>The teacher plans and adapts lessons and activities, aligned with the district's adopted curriculum, that display a basic understanding of the needs, learning styles, and performance of diverse learners</p>	<p>The teacher actively plans and adapts lessons and activities aligned with the district's adopted curriculum which display an extensive understanding of the needs, learning styles, and performance of diverse learners</p>	
<p>1.5 Uses appropriate school and community resources that support learning.</p>		<p>The teacher does not utilize appropriate school and community resources to support learning</p>	<p>The teacher utilizes appropriate school and community resources (library, computer, internet, multimedia, professional speakers, colleagues, community facilities or personnel, etc.) on a limited basis to actively engage student learning</p>	<p>The teacher frequently utilizes appropriate school and community resources (library, computer, internet, multimedia, professional speakers, colleagues, community facilities or personnel, etc.) to actively engage student learning</p>	<p>The teacher fully utilizes appropriate school and community resources (library, computer, internet, multimedia, professional speakers, colleagues, community facilities or personnel, etc.) to actively engage student learning</p>	

<p>1.6 Demonstrates an understanding of technology operation and concepts.</p>		<p>The teacher does not utilize technology or incorporate student use of technology in lessons</p>	<p>The teacher demonstrates a basic understanding of technology and utilizes it on a limited or as needed basis</p>	<p>The teacher demonstrates an understanding of technology, frequently utilizes it, and incorporates responsible student use of technology in lessons</p>	<p>The teacher has an advanced understanding of technology, regularly utilizes it in the classroom and encourages active and responsible student use of technology in lessons</p>	
---	--	--	---	---	---	--

STANDARD 2: INSTRUCTION						
A teacher will deliver accurate content while involving students in learning activities.						
Indicator	Not Applicable	LEVEL OF PERFORMANCE				Observation Notes
		Ineffective	Emerging	Effective	Highly Effective	
		1	2	3	4	
2.1 Demonstrates core content knowledge to effectively maximize student learning outcomes.		The teacher makes content errors and does not correct content errors students make to maximize student learning	The teacher demonstrates basic content knowledge and makes corrections of student errors to address student learning	The teacher displays solid content knowledge, appropriately addresses student errors, and makes relevant connections to effectively maximize student learning	The teacher displays extensive content knowledge, effectively addresses student errors, and engages the students in the learning process to master learning outcomes	
2.2 Selects alternative teaching strategies, materials, and technology to develop students' higher-order thinking skills and creativity, achieve multiple instructional purposes, and to meet the diverse needs of students.		The teacher does not select or design activities using strategies, materials and technology to meet the diverse needs of students	The teacher selects activities using strategies, materials and technology, and differentiates learning to meet the diverse needs of students	The teacher consistently selects activities using strategies, materials and technology to achieve multiple instructional purposes, to engage students in high level cognitive processes, and to differentiate learning to develop skills and creativity	The teacher actively selects and designs activities using strategies, materials and technology to achieve multiple instructional purposes, to engage students in high level cognitive processes, and to differentiate learning to develop skills and creativity	

<p>2.3 Engages students in active learning that promotes critical thinking, problem solving, and competence.</p>		<p>The teacher does not create an environment that engages students in learning.</p>	<p>The teacher attempts to engage students in active learning that promotes competency in the content area.</p>	<p>The teacher effectively engages students in active learning that promotes critical thinking, problem solving, and competency in the content area.</p>	<p>The teacher successfully creates a student-centered classroom and engages students in active learning by promoting critical thinking, problem solving, and competency in the content area.</p>	
<p>2.4 Understands and applies the social, ethical, legal, and human issues surrounding the use of technology and other resources.</p>		<p>The teacher can not identify legal or ethical issues related to technology use in the classroom, does not monitor student use of technology, or teach responsible use of technology in the classroom</p>	<p>The teacher understands acceptable use policies related to use of technology and other resources in the classroom.</p>	<p>The teacher understands acceptable use policies related to use of technology in the classroom, monitors student use of technology and other resources</p>	<p>The teacher fully understands issues in the use of technology and other resources, actively monitors student use of technology, and teaches responsible use of technology and resources</p>	
<p>2.5 Creates interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry across content areas.</p>		<p>The teacher does not create interdisciplinary learning experiences to encourage students to integrate knowledge across content areas</p>	<p>The teacher attempts to create an interdisciplinary learning experience, when appropriate</p>	<p>The teacher creates interdisciplinary learning experiences, when appropriate</p>	<p>The teacher effectively creates interdisciplinary learning experiences, when appropriate</p>	

<p>2.6 Connects instruction to students' prior experiences with family, culture, community, and real-world applications.</p>		<p>The teacher does not connect instruction to students' prior experiences with family, culture, community, and/or real-world applications</p>	<p>The teacher connects instruction to some students' prior experiences with family, culture, community, and/or real-world applications</p>	<p>The teacher connects instruction to students' prior experiences with family, culture, community, and/or real-world applications</p>	<p>The teacher effectively connects instruction to students' prior experiences with family, culture, community, and/or real-world applications</p>	
<p>2.7 Models effective communication strategies in conveying ideas and clarifying information (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to non-verbal cues given and received).</p>		<p>The teacher does not model effective communication strategies, gives ineffective or conflicting messages to students, does not clarify information</p>	<p>The teacher sometimes models effective communication strategies (verbal, written nonverbal, listening) to convey ideas</p>	<p>The teacher models effective communication strategies (verbal, written nonverbal, listening) to convey and clarify information</p>	<p>The teacher successfully models effective communication strategies (verbal, written nonverbal, listening) to convey and clarify information and encourages student practice of strategies</p>	

<p>2.8 Uses a variety of assessment techniques to enhance knowledge of learners, evaluate student progress and performance, and modify teaching and learning strategies (e.g., observation, student portfolios, and assessments, rubrics, educator-made tests, performance tasks, projects, peer assessment, and standardized tests).</p>		<p>The teacher utilizes a single form of assessment to evaluate student performance</p>	<p>The teacher utilizes a limited number of assessments to evaluate student progress and performance</p>	<p>The teacher utilizes a variety of assessments to enhance knowledge of learners, evaluate student progress and performance, and modify teaching and learning strategies</p>	<p>The teacher creates and utilizes a variety of assessments, including formative, summative, and performance assessments, to enhance knowledge of learners, to evaluate student progress and performance, and to modify teaching and learning strategies</p>	
<p>2.9 Maintains complete records of student work and performance and communicates student progress responsibly to students, parents/guardians, and colleagues.</p>		<p>The teacher maintains incomplete records of student work and performance and does not communicate student progress to students, parents/guardians, and colleagues</p>	<p>The teacher maintains complete records of student work and performance and attempts to communicate student progress to students, parents/guardians, and colleagues</p>	<p>The teacher efficiently maintains complete records of student work and performance and effectively communicates student progress to students, parents/guardians, and colleagues</p>	<p>The teacher efficiently maintains complete records of student work and performance and effectively communicates student progress to students, parents/guardians, and colleagues; and responds to parent concerns with sensitivity, immediacy, and professionalism</p>	
<p>2.10 Communicates and interacts with students and is responsive to student needs.</p>		<p>The teacher is ineffective in communication skills and/or is not responsive to student needs</p>	<p>The teacher communicates and interacts appropriately with students but may not respond to</p>	<p>The teacher communicates with students, interacts appropriately with students in the</p>	<p>The teacher effectively communicates with students, interacts appropriately with students in the</p>	

			student needs	classroom, and is responsive to student needs	classroom, is highly responsive to student needs and assists when possible	
--	--	--	---------------	---	--	--

STANDARD 3: MANAGEMENT

A teacher will organize learning environments and maintain appropriate student behavior.

Indicator	Not Applicable	LEVEL OF PERFORMANCE				Observation Notes
		Ineffective	Emerging	Effective	Highly Effective	
		1	2	3	4	
3.1 Demonstrates constructive use of time, space, resources, and activities for instruction.		The teacher does not use time, space, resources and activities to enhance instruction and may create situation which may interfere with the learning experience	The teacher has an understanding of and attempts to demonstrate constructive use of time, space, resources, and activities with limited success	The teacher demonstrates constructive use of time in order to have a full schedule of learning experiences; of space in the classroom in order to provide visibility and ease of movements; of resources to provide the students with a productive learning experience; and, of activities that enhance instruction	The teacher effectively demonstrates constructive use of time in order to have a full schedule of learning experiences; of space in the classroom in order to provide visibility and ease of movements; of resources to provide the students with a rigorous and productive learning experience; and, of activities that enhance instruction	
3.2 Creates a positive environment that encourages active student participation.		The teacher is unable to create a physically safe or emotionally positive learning environment that promotes student learning	The teacher creates a physically safe learning environment that promotes some student participation	The teacher creates a physically safe and emotionally positive learning environment that encourages active student interaction and participation	The teacher creates a physically safe and emotionally positive learning environment that encourages and supports active and positive student interaction, participation, and	

					collaboration.	
3.3 Engages students in meaningful learning activities.		The teacher provides basic learning activities that do not engage students.	The teacher generally engages students in learning activities.	The teacher engages students in meaningful learning activities	The teacher designs meaningful, engaging learning activities which set high expectations for student achievement and student behavior	
3.4 Manages resources within the context of learning activities using current research and technology.		The teacher does not review or use best practices or technology to the detriment of student learning and loss of instructional time	The teacher uses some research and/or technology in instruction and students are mostly on-task	The teacher uses current research, best practices, and/or technology and manages resources to encourage participation of students in the learning activities	The teacher efficiently uses current research, best practices, and/or technology to enhance student learning experiences, to use time wisely, and to encourage student collaboration through active participation	

STANDARD 4: REFLECTION AND PROFESSIONAL DEVELOPMENT						
A teacher will enhance their capacity to improve student achievement through reflective practices and participation in professional development.						
Indicator	<i>Not Applicable</i>	LEVEL OF PERFORMANCE				Observation Notes
		Ineffective	Emerging	Effective	Highly Effective	
		1	2	3	4	
4.1 <i>Uses classroom observation, pertinent information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflection and revision.</i>		The teacher is unable to identify the lesson's effectiveness, the instructional outcomes, or profoundly misjudges the effectiveness of the lessons. Research and reflection are not utilized to improve lessons.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Improvements are sought and considered.	The teacher has an accurate assessment of the lesson's effectiveness, is able to cite data or references to support reflection, and is able to make specific suggestions for improvements.	The teacher makes an accurate assessment of the effectiveness of the lesson and frequently uses observation and data to assess professional performance. When needed the teacher will make revisions based on reflection and best practices.	
4.2 <i>Networks with professionals and uses professional literature and other resources for self-development.</i>		The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues, does no research or reading of professional literature through professional education organizations for self-development	The teacher accepts feedback on teaching performance from both supervisors and colleagues, does minimal research or reading of professional literature or has	The teacher welcomes feedback from supervisors and colleagues and takes advantage of opportunities for professional collaboration and self-development; reads professional literature or participates in	The teacher actively networks with supervisors, colleagues, or professional organizations; reads and shares research, or articles from professional literature, or shares ideas with colleagues and encourages self-	

			limited participation in professional organizations for self-development.	professional organizations.	development.	
4.3 Demonstrates a commitment to continued professional growth to improve student learning.		The teacher avoids opportunities for professional growth or attendance at workshops that will improve student learning	The teacher makes an effort to participate in professional growth opportunities by researching on-line and/or attending workshops that will improve student learning	The teacher frequently participates in opportunities for professional growth by researching on-line, researching issues of student learning, attending workshops that will improve student learning	The teacher proactively seeks out opportunities for professional growth by researching on-line, researching issues of student learning, and attending workshops that will improve student learning	
4.4 Demonstrates a commitment to continued professional growth in educational leadership skills.		The teacher is unwilling or makes no effort to take a leadership role with colleagues, school or district activities; avoids school activities or commitment to professional growth activities or committees	The teacher is willing to share with other colleagues on a limited scope; takes an active role when asked; assists with school activities on a minimal basis	The teacher is willing to share with or present to other colleagues; takes a leadership role in the school; assists with school activities	The teacher is willing to share, present, and train other colleagues; takes a leadership role in the school or district; assists with staff development or other school/district activities	

STANDARD 5: LEARNING COMMUNITIES						
A teacher will collaborate with colleagues, parents/guardians, and community members to improve student learning.						
Indicator	Not Applicable	LEVEL OF PERFORMANCE				Observation
		Ineffective	Emerging	Effective	Highly Effective	Notes
		1	2	3	4	
5.1 Collaborates with stakeholders in addressing school curriculum, instruction, and assessment issues.		The teacher rarely participates in or provides information about the instructional program (curriculum, instruction, and assessment issues) to stakeholders (colleagues)	The teacher participates in the school's activities but offers little additional information about the instructional program to stakeholders	The teacher consistently participates in discussions and frequently provides information about the instructional program to stakeholders	The teacher actively participates in discussions and activities, takes leadership roles, and frequently provides information about the instructional program to stakeholders	
5.2 Uses multiple approaches to establish proactive, on-going relationships with parents/guardians and other stakeholders in order to enhance student learning.		The teacher makes no attempt to contact or engage families in order to enhance student learning, or such attempts are inappropriate	The teacher makes minimal attempts to contact or engage families in order to enhance student learning as required by district policy (e.g. progress reports)	The teacher routinely makes efforts to engage families in student learning and uses multiple approaches to establish proactive relationships	The teacher makes frequent and successful efforts to engage families in student learning and uses multiple approaches to establish proactive relationships	

<p>5.3 Identifies and collaborates with school personnel and utilizes community resources to help students reach their full potential.</p>		<p>The teacher rarely collaborates with school personnel and/or refuses to utilize community resources to help students reach their full potential.</p>	<p>The teacher minimally participates in collaborative efforts but may be unaware of available school and community resources</p>	<p>The teacher frequently collaborates and utilizes available school and community resources to help students reach their full potential</p>	<p>The teacher actively collaborates and is proactive in seeking out district resources and materials to enhance instruction (e.g. professional or community organizations)</p>	
<p>5.4 Participates in activities designed to make the entire school a productive learning environment through teamwork/teambuilding.</p>		<p>The teacher avoids participating in or contributing to school activities and programs designed to enhance the learning environment or positive school climate</p>	<p>The teacher participates in school events when required and will participate in activities when asked</p>	<p>The teacher frequently participates in school events and voluntarily makes substantial contributions</p>	<p>The teacher actively participates and frequently takes a shared leadership role in designing programs and activities that enhance the learning environment and promote positive school climate</p>	
<p>5.5 Communicates and interacts with community resources to address school needs.</p>		<p>The teacher lacks initiative in connecting with community resources to address school needs</p>	<p>The teacher rarely communicates and interacts with the community resources due to limited awareness and minimal efforts</p>	<p>The teacher frequently communicates and interacts with community resources</p>	<p>The teacher is proactive in seeking assistance from community resources</p>	
<p>5.6 Communicates and collaborates with peers, parents/guardians, and the larger community using appropriate means</p>		<p>The teacher makes no attempt to contact or collaborate with peers, parents/guardians</p>	<p>The teacher makes minimal attempts to communicate or collaborate with peers,</p>	<p>The teacher routinely makes efforts to communicate and collaborate with peers,</p>	<p>The teacher makes frequent and successful efforts to communicate and collaborate with peers, parents/guardians,</p>	

<p><i>in order to nurture student learning.</i></p>		<p>, and the larger community to nurture and to enhance student learning, or such attempts are inappropriate</p>	<p>parents/guardians, and the larger community to nurture and to enhance student learning</p>	<p>parents/guardians, and the larger community to nurture and to enhance student learning</p>	<p>and the larger community in nurturing and enhancing student learning</p>	
---	--	--	---	---	---	--