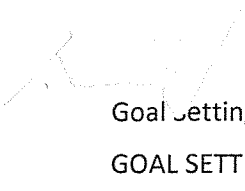


HAMLIN SCHOOL DISTRICT TEACHER EVALUATION HANDBOOK

Edited 2017-2018

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BRIEF OUTLINE OF EVALUATION SYSTEM

The evaluation plan is composed of three parts:

1. **Summative Evaluation.** This evaluation instrument is similar to the evaluation instrument that has been used in past years in the Hamlin School District. This instrument would be used by those teachers (non-tenured) who are in their first three years of employment in the Hamlin School District and any continuing contract teachers that choose to remain on the summative evaluation instrument. This instrument would be used as part of the sequence as outlined in the diagram below. **Staff members may request that their principal continue the staff member on a 2-year rotation of self-evaluation and goal setting evaluation.**

Components: Pre-Observation Conference Form (completed by instructor before observation) and Summative Evaluation Form (completed by principal after observation). **Timeline:** All summative evaluations are due March 1st.

2. **Self-Evaluation.** The Self-Evaluation Instrument provides any participating teacher with the opportunity to choose one particular areas of focus, which can assist the teacher in reflecting and improving on his/her classroom performance.

Components: Self Evaluation Summary of Activities, Self-Analysis of Teaching Video, Peer Classroom Visits (minimum of two), Peer Observation of Classroom, Read Book over professionally relevant topic, Lesson Plan Analysis twice a year, Complete a topical study (3-4 peers with 1-2 articles each)/ Literature Review (minimum of three articles), Workshop/Conference, APP/Software Review Analysis, Student Feedback Form, Parent Feedback Form, Course Evaluation Form, Take online course that addresses your identified goals.

Timelines: Self Evaluation Activities Worksheet due to principal by October 15th*.

Self Evaluation Activities Forms due to principal by March 1st.

Self-evaluation - Summary of Self-Evaluation Study due to the principal by March 1st.

3. **Goal Setting Evaluation.** The Goal Setting option is an extension of self-evaluation. Professional self-reflection occurs on a daily basis so that educators have deeper understanding of their own areas they need to focus on. Goal-setting organically is the next step in the professional growth process whereby educators identify the area to focus on and make an action plan to bolster that area.

Components: Goal Setting Summary, Goal Setting Worksheet

Timelines: Goal Setting Summary due to principal by October 15th.

Goal Setting Summary due to the principal by March 1st.

EVALUATION SEQUENCE

Summative/Goal Setting



Self-Evaluation/Goal Setting

Hamlin School District Teacher Evaluation Responsibilities

SUMMATIVE EVALUATION

Teacher Responsibilities:

- Work cooperatively with the building principal in setting evaluation date, if required by the administrator.
- Cooperate with the building principal on a pre-conference, if required by the administrator
- Submit lesson plan for the lesson if required by the administrator.
- Review summative evaluation results and, if necessary, determine goals.

Administrative Responsibilities:

- Coordinate evaluation date and time with teacher, if necessary.
- Conduct evaluation pre-conference, if necessary.
- Complete summative evaluation by **March 1**.
- Hold summative evaluation conference.
- Make contract recommendation for upcoming year.

SELF-EVALUATION

Teacher Responsibilities:

- Prepare Self-Evaluation summary of Activities and turn in to administrator by **October 15**.
- Attend conference with building principal and share self-evaluation worksheet.
- Complete the two activities during the school year (**but no later than February 15**).
- Write brief summary of self-evaluation activities.
- Schedule self-evaluation summary conference with administrator by **March 1**.
- **Administrator Responsibilities:**
- Meet with teacher to review self-evaluation worksheet.
- Write administrator summary of self-evaluation information by **March 1**.
- Make contract recommendation for upcoming year.

GOAL SETTING EVALUATION

Teacher Responsibilities:

- Review list of goal suggestions.
- Prepare Goal Setting worksheet and turn into administrator by **October 15**.
- Work on goal activities throughout the school year.
- Complete goal setting summary by **March 1**.

Administrator Responsibilities:

- Coordinate goal setting with teacher by **October 15**.
- Provide materials and resources for goal setting, if necessary (materials must be budgeted and approved in the previous year).
- Meet with teacher on goal setting process by **March 1**.
- Make contract recommendation for upcoming year.

HAMLIN SCHOOL DISTRICT'S MISSION STATEMENT

“To prepare and equip our students to become responsible citizens and succeed in an ever-changing world.”

GUIDING BELIEFS

1. We believe that we will provide a non-threatening school environment for the well-being of all students so they will have the ability to learn and develop.
2. We believe that students should be given every opportunity to learn all that they are capable of learning in the areas of academics and extracurricular activities to make them a worthwhile citizen in society.
3. We believe that the school has the responsibility to challenge, motivate, support, encourage, and believe in the abilities of all students in its care and to enhance their social and emotional well-being.
4. We believe our staff will develop professionally so the use of the best educational practices will ensure a quality education for every student.
5. We believe that the unified school community should provide a model that they will foster in their students, which is the positive development of values, attitudes, and behaviors that make a responsible, productive citizen.

MODEL LESSON DESIGN

The Hamlin School District believes that an effective lesson includes the following five elements. Supporting information is listed for each of the five elements.

I. OPENING

- ⌚ Review
- ⌚ Anticipatory set
- ⌚ Focus questions to engage learners
- ⌚ Statements related to learning objective
- ⌚ Asking rhetorical questions to focus students on learning content
- ⌚ Other

II. OBJECTIVE

- ⌚ States the learner objectives expected from this lesson
- ⌚ States the relevance of the objective to the learner ☐ Other

III. INSTRUCTION

- ⌚ Hands-on learning
- ⌚ Technology
- ⌚ Cooperative groups
- ⌚ Lecture
- ⌚ Audio-visual materials
- ⌚ Labs
- ⌚ Discussion
- ⌚ Demonstrations
- ⌚ Other

IV. PRACTICE

- ⌚ Oral review
- ⌚ Class seat work
- ⌚ Check for understanding
- ⌚ Assignment
- ⌚ Quiz
- ⌚ Integrate technology
- ⌚ Other

V. CLOSURE

- ⌚ Students summarize what has been learned
- ⌚ Restate the objectives or objectives
- ⌚ Other

*All roman numeral topics should be included in lesson plans

Educator Summative Evaluation

Teacher:

Administrator:

Years Under Contract:

Date:

Current Position:

The following Educator Summative Evaluation is based on administrative observations, feedback to the educator, conferences, and related professional interactions.

Observations:

#	Date	Time In	Time Out	Lesson Topic	Follow-up
1-Drop In					
2-Drop In					
3-Drop In					
Pre-Meeting					
Formal					
Summative					

Domain #1

Planning and Preparation

Components

1c. Selecting Instructional Outcomes

1e. Designing Coherent Instruction

Elements of 1c:

- A. Value, sequence, and alignment
 - a. Proficient: Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
- B. Clarity
 - a. Proficient: All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.
- C. Balance
 - a. Proficient: Outcomes reflect several different types of learning and opportunities for coordination.
- D. Suitability for diverse learners
 - a. Proficient: Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual student may not be accommodated.

Elements of 1e:

- A. Learning activities
 - a. Proficient: All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.
- B. Instructional materials and resources
 - a. Proficient: All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.
- C. Instructional groups
 - a. Proficient: Instructional groups are varied as appropriate to the students and the different instructional outcomes.
- D. Lesson and unit structure
 - a. Proficient: The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.

1. Planning and Preparation

- ☐ **Unsatisfactory** -The educator does not demonstrate planning and preparation skills.
- ☐ **Basic** -The educator needs to demonstrate more effective planning and preparation skills.
- ☐ **Proficient** -The educator demonstrates effective planning and preparation skills.
- ☐ **Distinguished** -The educator demonstrates excellent planning and preparation skills.

Notes/Comments:

Domain #2

The Classroom Environment

Components

2a. Creating an Environment of Respect and Rapport

2c. Managing Student Behavior

Elements of 2a:

- A. Teacher interaction with students
 - a. Proficient: Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Student exhibit respect for the teacher.
- B. Student interactions with other students
 - a. Proficient: Student interactions are generally polite and respectful.

Elements of 2c:

- A. Management of instructional groups
 - a. Proficient: Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.
- B. Management of transitions
 - a. Proficient: Transitions occur smoothly, with little loss of instructional time.
- C. Management of materials and supplies
 - a. Proficient: Routines for handling materials and supplies occur smoothly, with little loss of instructional time.
- D. Performance of non-instructional duties
 - a. Proficient: Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.
- E. Supervision of volunteers and paraprofessionals
 - a. Proficient: Volunteers and paraprofessionals are productively and independently engaged during the entire class.

2. The Classroom Environment

- ☐ **Unsatisfactory** --The educator does not demonstrate classroom environment skills.
- ☐ **Basic** -The educator needs to demonstrate more effective classroom environment skills.
- ☐ **Proficient** -The educator demonstrates effective classroom environment skills.
- ☐ **Distinguished** -The educator demonstrates excellent classroom environment skills.

Note/Comments:

Domain #3

Instruction

Components

3b. Using Questioning and Discussion Techniques

3c. Engaging Students in Learning

Elements of 3b:

- A. Quality of questions
 - a. Proficient: Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.
- B. Discussion techniques
 - a. Proficient: Teacher creates a genuine discussion among students, stepping aside with appropriate.
- C. Student participation
 - a. Proficient: Teacher successfully engages all students in the discussion.

Elements of 3c:

- A. Activities and assignments
 - a. Proficient: Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.
- B. Grouping of students
 - a. Proficient: Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.
- C. Instructional materials and resources
 - a. Proficient: Instructional materials and resources are suitable to the instructional purposes and engage students mentally.
- D. Structure and pacing
 - a. Proficient: The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.

3. Instruction

- ☐ **Unsatisfactory**-The educator does not demonstrate instruction skills.
- ☐ **Basic** -The educator needs to demonstrate more effective instruction skills.
- ☐ **Proficient** -The educator demonstrates effective instruction skills.
- ☐ **Distinguished** -The educator demonstrates excellent instruction skills.

Notes/Comments:

Domain #4

Professional Responsibilities

Components

4b. Maintaining Accurate Records

4e. Growing and Developing Professionally

Elements of 4b:

- A. Student completion of assignments
 - a. Proficient: Teacher's system for maintaining information on student completion of assignments is fully effective.
- B. Student progress in learning
 - a. Proficient: Teacher's system for maintaining information on student progress in learning is fully effective.
- C. Non-instructional records
 - a. Proficient: Teacher's system for maintaining information on non-instructional activities is fully effective.

Elements of 4e:

- A. Enhancement of content knowledge and pedagogical skill
 - a. Proficient: Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
- B. Receptivity to feedback from colleagues
 - a. Proficient: Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.
- C. Service to the profession
 - a. Proficient: Teacher participates actively in assisting other educators.

4. Professional Responsibilities

- ☐ **Unsatisfactory** -The educator does not demonstrate professional responsibility skills.
- ☐ **Basic** -The educator needs to demonstrate more effective professional responsibility skills.
- ☐ **Proficient** -The educator demonstrates effective professional responsibility skills.
- ☐ **Distinguished** -The educator demonstrates excellent professional responsibility skills.

Notes/Comments:

EVALUATION

Based on the formative supervisory process and the summative conference, the performance of an educator in the Hamlin School District, is determined to be at this level in his/her current assignment:

- _____ Distinguished in meeting the District Standards
- _____ Proficient in meeting the District Standards
- _____ Basic in meeting the District Standards
- _____ Must Improve*
- _____ Unsatisfactory in meeting the District Standards (Continuation of employment is not recommended)

*A plan **will be** implemented for an educator for any standard that is determined **Must Improve**. A plan **may be** implemented for an educator for any standard that is determined to be **Unsatisfactory**.

Continuation of employment is dependent upon successful completion of the plan.

Employment Status:

- _____ Probationary
- _____ Recommended for Employment with Conditions
- _____ Recommended for Employment
- _____ Not Recommended for Employment

Comments by Educator (Optional):

A signature below indicates a conference between educator and evaluator was held. The signature indicates the educator has read the evaluation. It does not necessarily indicate concurrence. A refusal to sign will require a third party signature.

Educator's Signature

Administrator's Signature

Date

Date

HAMLIN SCHOOL DISTRICT 28-3

Summative Evaluation Form

Date:	
Teacher:	
Administrator:	

Measures of Performance

Professional Practice Rating:	
Student Growth Rating:	

Professional Practice Rating/Student

	Unsatisfactory	Basic	Proficient	Distinguished
High				
Expected				
Low				

	Exceeds Expectations
	Meets Expectations
	Below Expectations

Signatures: The signature of the employee shall not imply that the employee agrees with evaluation, but merely indicates that the evaluation has been discussed

Administrator: _____ Date: _____

Teacher: _____ Date: _____

Pre-Observation Conference Form

To be completed by instructor before the conference to be held before the administrator completes the observation.

Instructor Name _____

Subject to be observed _____

Date and time of observation _____

Is this a new, review or extension lesson? _____

Opening

How do you plan to open the lesson? _____

Instruction

What methods and/or materials will you use to achieve the objective(s)? _____

Practice

How will you determine if the objective was achieved? _____

Closure

How do you plan to close the lesson? _____

Are there special problems to be aware of? _____

Is there a special area you want a report on? _____

HAMLIN SCHOOL DISTRICT 28-3
Self-Evaluation Summary of Activities
Due October 15th

Teacher Name: _____

My area of focus is _____

SELF-EVALUATION ACTIVITIES

(choose any two)

- ____ Self-Analysis of Teaching Video
- ____ Peer Classroom Visits (minimum of two)
- ____ Peer Observation of Classroom
- ____ Read Book over professionally relevant topic
- ____ Lesson Plan Analysis twice a year
- ____ Complete a topical study (3-4 peers with 1-2 articles each)/ Literature Review (minimum of three articles)
- ____ Workshop/Conference
- ____ APP/Software Review Analysis
- ____ Student Feedback Form
- ____ Parent Feedback Form
- ____ Course Evaluation Form
- ____ Take online course that addresses your identified goals.

***Activities and summary need to be completed and summarized before March 1st of each year.**

After reviewing your completed self-evaluation worksheet (p. 13-15), describe in more detail the two activities that you chose for this school term and how it will help you grow professionally.

Activity 1:

Activity 2:

Teacher Signature: _____

Date: _____

Self-Evaluation Summary of Activities - Administrator Comments:

Administrator Signature: _____

Date: _____

HAMLIN SCHOOL DISTRICT 28-3

Self-Evaluation Form

Due to the principal before March 1.

Self-Analysis of Teaching Video

Please share your thoughts on the self-evaluation video that you viewed on one of your classroom lessons.

Video Date: _____ Time/Period: _____

Lesson Objective: _____

Lesson Activities: _____

Strengths viewed in the lesson:

Areas of concern:

As a result of this video, I plan to:

*Please attach a copy of the lesson plans.

Teacher Signature: _____

Date: _____

Self-Analysis of Teaching Video - Administrator Comments:

Administrator Signature: _____

Date: _____

Peer Classroom Visits

Please share a brief summary of the two classroom visits that you conducted as part of the self-evaluation process. Include any ideas that you can take to use in your classroom and other relevant information.

Visit #1: Date _____ **Teacher Observed** _____

Visit #2: Date _____ **Teacher Observed** _____

****Please attach a copy of the teacher's lesson plans and/or the observed teacher's notes for each observed days.

Teacher Signature: _____

Date: _____

Peer Classroom Visits - Administrator Comments:

Administrator Signature: _____

Date: _____

Peer Observation of Classroom

As part of the self-evaluation process, you have selected the peer observation component. Two colleagues must observe your teaching during the school year and share their comments on the form below.

Visit #1: Date _____ **Peer Observer** _____

Peer Comments or suggestions for improvement: _____

Visit #2: Date _____ **Peer Observer** _____

Peer Comments or suggestions for improvement: _____

*****Please attach a copy of the teacher's lesson plans and/or their teacher notes for the observed days.**

Teacher Signature: _____

Date: _____

Peer Observation of Classroom - Administrator Comments:

Administrator Signature: _____

Date: _____

Book Review

Teacher Name _____

Name of Book _____ Author _____

As a part of the self-evaluation process, you agreed to read a professionally relevant book. Please use the space below to briefly explain what you learned through reading this book, why you chose to read this book and how you will use this information to improve your teaching practices.

[illegible]

Teacher Signature: _____

Date: _____

Book Review - Administrator Comments:

Administrator Signature: _____

Date: _____

Lesson Plan Analysis

Teacher Name: _____

As a part of the self-evaluation process, you agreed to have 2 different weeks of your lesson plans analyzed by 2 different peers two times during the year. (2 different weeks – each week by a different reviewer) Comments on your lesson plans should be listed below.

Lesson Plan Analysis #1:

Date of analysis _____ **Lesson Plan Reviewer** _____

Comments:

Lesson Plan Analysis #2:

Date of analysis _____ **Lesson Plan Reviewer** _____

Comments:

*****Please attach a copy of the teacher's lesson plans.**

Teacher Signature: _____

Date: _____

Lesson Plan Analysis- Administrator Comments:

Administrator Signature: _____

Date: _____

Group Topical Study/Article Review

Teacher Name _____

Topic to be reviewed _____

Article 1 Name _____ Journal name _____ Summary:

Article 2 Name _____ Journal name _____ Summary:

Explain how you can use the information obtained from this group study:

Teacher Signature: _____

Date: _____

Group Topical Study - Administrator Comments:

Administrator Signature: _____ Date: _____

Workshop/Conferences

Teacher Name: _____

Please identify the workshop/conference that was attended and how this workshop or conference will assist you in the self-evaluation process as a classroom teacher and to assist in your overall improvement of your teaching.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

***Please attach an outline, brochure, or pamphlet of the workshop or conference.

Teacher Signature: _____

Date: _____

Workshop/Conferences - Administrator Comments:

[illegible]

Administrator Signature: _____

Date: _____

APP/Software Review Analysis

Teacher Name: _____

As a part of the self-evaluation process, you agreed to analyze software two times during the year. Comments on the software review should listed below.

APP/Software Analysis #1:

Date of analysis _____

Comments:

APP/Software Analysis #2:

Date of analysis _____

Comments:

***Please attach a copy of the software brochure or pamphlet.

Teacher Signature: _____

Date: _____

Software Review Analysis - Administrator Comments:

Administrator Signature: _____

Date: _____

STUDENT FEEDBACK FORM

Grades 7-12

A = Always
M = Most of the time
S = Sometimes
L = Little of the time
N = Never

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | Do you think that your teacher treats you fairly? | A | M | S | L | N |
| 2. | Do you think that your teacher tries to make class-work fun or interesting? | A | M | S | L | N |
| 3. | Does your teacher have a sense of humor? | A | M | S | L | N |
| 4. | Is your teacher too easy going? | A | M | S | L | N |
| 5. | Is your teacher too strict? | A | M | S | L | N |
| 6. | Does your teacher take enough interest in you? | A | M | S | L | N |
| 7. | Is your teacher patient and understanding? | A | M | S | L | N |
| 8. | Is your teacher's voice clear and understandable? | A | M | S | L | N |
| 9. | Does your teacher give you opportunities to have input on things? | A | M | S | L | N |
| 10. | Does your teacher expect too much from you? | A | M | S | L | N |
| 11. | If something were bothering you, would you feel free to go to your teacher about it? | A | M | S | L | N |
| 12. | Does your teacher make you nervous? | A | M | S | L | N |
| 13. | Is your teacher friendly? | A | M | S | L | N |
| 14. | What are your teacher's areas of strength? | A | M | S | L | N |
| 15. | What concerns do you have about this teacher? | A | M | S | L | N |

Student Feedback Form

Grades 7-12

Teacher: _____

A = Always M = Most of the time S = Sometimes L = Little of the time N = Never

1.	remains cheerful even when things go badly.	A	M	S	L	N
2.	values me as an important person.	A	M	S	L	N
3.	provides an example for me that I respect.	A	M	S	L	N
4.	really wants to help me learn.	A	M	S	L	N
5.	helps students have positive attitudes in the classroom.	A	M	S	L	N
6.	emphasizes student's good qualities and strengths.	A	M	S	L	N
7.	explains things in ways easy for me to understand.	A	M	S	L	N
8.	treats me with respect.	A	M	S	L	N
9.	helps me to feel confident that I can do well in class.	A	M	S	L	N
10.	has a good sense of humor.	A	M	S	L	N
11.	is interested in how I feel about school.	A	M	S	L	N
12.	tries to get to know and understand me.	A	M	S	L	N
13.	helps me appreciate and care about my classmates.	A	M	S	L	N
14.	laughs with us when funny things happen in class.	A	M	S	L	N
15.	enjoys listening to what I have to say.	A	M	S	L	N
16.	is a person I really like.	A	M	S	L	N
17.	makes this class interesting and exciting for students.	A	M	S	L	N
18.	uses humor appropriately.	A	M	S	L	N
19.	comes to class prepared to teach.	A	M	S	L	N
20.	knows a lot about what is being taught.	A	M	S	L	N
21.	follows through on commitments and promises.	A	M	S	L	N
22.	understands my strengths and weaknesses.	A	M	S	L	N
23.	is clear about what school work is expected of me.	A	M	S	L	N
24.	is always trying to learn more.	A	M	S	L	N
25.	is open and honest with me.	A	M	S	L	N
26.	allows me to work and learn in ways best for me.	A	M	S	L	N
27.	involves me in planning and organizing my classwork.	A	M	S	L	N
28.	shares his/her knowledge with me so I understand.	A	M	S	L	N
29.	returns tests and assignments promptly.	A	M	S	L	N
30.	treats students as individuals.	A	M	S	L	N
31.	likes to try new ways to teach students.	A	M	S	L	N
32.	is patient and careful to understand all viewpoints.	A	M	S	L	N
33.	shows excitement and enthusiasm while teaching.	A	M	S	L	N
34.	is open to new ideas.	A	M	S	L	N
35.	uses many exciting teaching approaches.	A	M	S	L	N
36.	considers students' suggestions to make class better.	A	M	S	L	N

PARENT FEEDBACK FORM

Grades K-12

Teacher Name: _____

A = Always M = Most of the time S = Sometimes L = Little of the time N = Never

This teacher:

1.	helps my child be successful in the classroom.	A	M	S	L	N
2.	helps my child develop a positive attitude for learning.	A	M	S	L	N
3.	emphasizes my child's good qualities and strengths.	A	M	S	L	N
4.	communicates effectively with me during the year.	A	M	S	L	N
5.	has a good sense of humor.	A	M	S	L	N
6.	tries to get to know and understand my child.	A	M	S	L	N
7.	makes the class interesting and educational.	A	M	S	L	N
8.	uses humor appropriately.	A	M	S	L	N
9.	knows a lot about what is being taught.	A	M	S	L	N
10.	is clear about classroom expectations.	A	M	S	L	N
11.	is open to learn from his/her students.	A	M	S	L	N
12.	returns tests and assignments promptly.	A	M	S	L	N
13.	treats students as individuals.	A	M	S	L	N
14.	uses hands-on activities effectively.	A	M	S	L	N
15.	is open to new ideas.	A	M	S	L	N
16.	considers student suggestions to make the class better.	A	M	S	L	N

What are this instructor's strengths?

What areas of concern do you have about this instructor?

COURSE EVALUATION

Grades 9-12

1. Which aspects of this course do you feel are most effective? Why?

2. Which aspects of this course do you feel are least effective? Why?

3. What do you feel are my strengths and weaknesses as an instructor? Suggestions would be appreciated.

4. What is your impression of the textbook and course materials? Explain.

5. Other comments or suggestions.

Teacher Name: _____

[illegible][illegible]

Date: _____

[illegible]

Date: _____

35

Goal Setting Worksheet

Due October 15th

Teacher Name: _____

Statement of goal (State what it is you want to accomplish):

Why is it important for you to accomplish this goal?

How will the students at Hamlin benefit from you accomplishing this goal?

Resources needed (people, materials, in-service, etc.):

What is your detailed plan of action? List the activities and designate the steps sequentially.

How will you measure your success in terms of meeting the goal?

What is the timeline? When do you plan to start and when do you plan to end?

Teacher Signature: _____

Date: _____

Goal Setting - Administrator Comments:

Administrator Signature: _____

Date: _____

Goal Setting Summary
Due to the principal before March 1st

Teacher Name: _____

Summarize the progress on your identified goals:

Goals for next year (optional):

Teacher Signature: _____

Date: _____

Goal Setting Summary - Administrator Comments:

Administrator Signature: _____

Date: _____

____ Contract Renewal Recommended

GOAL SETTING SUGGESTIONS

- ③ Increase parental involvement
- ③ Work more effectively with at-risk students
- ③ Work more effectively with gifted and talented students
- ③ Incorporate social skills into the classroom
- ③ Create hands-on activities
- ③ Create learning centers
- ③ Incorporate cooperative learning strategies
- ③ Integrate school-to-work concepts into classroom lessons
- ③ Incorporate technology into classroom lessons
- ③ Incorporate the internet into classroom lessons
- ③ Involve the community in classroom activities
- ③ Improve students' writing skills
- ③ Improve students' reading skills
- ③ Improve students' computation skills
- ③ Improve students' problem solving skills
- ③ Improve students' speaking skills
- ③ Improve students' listening skills
- ③ Create rubrics for student evaluations
- ③ Use performance based assessments in the classroom
- ③ Create lessons to support the state content standards

- ③ Create a cross-curricular unit with a team of teachers

COUNSELOR'S EVALUATION

Counselor:

Evaluation:

Evaluator:

PURPOSE:

The evaluation process is to aid the school in maintaining high quality support services. Information gained during the evaluation process shall be used to enhance individual strengths and provide a plan of improvement for identified needs. One copy of this form shall be kept on file for every evaluation period.

INSTRUCTIONS AND SCALE:

Listed on the following pages are various characteristics, behaviors and performances deemed essential for an effective counselor. Point values are assigned for each component and the evaluator's task is to place a number before each item according to the scale below. When a rating of 1 or 2 is given, the reasons will be given in writing. Signing the evaluation does not necessarily mean the employee is in agreement with the evaluator's statements.

4 Distinguished (4)

A counselor performing at the Distinguished level makes a contribution to the school, both inside and outside the classroom. The counselor clearly understands the roles and responsibilities and has mastered working collaboratively with the administration, teachers, and support staff. At this level, counselors openly communicate with parents and students to improve student performance as well as to prepare them for life beyond high school. While all staff strive to attain Distinguished level performance, this level is generally considered difficult to attain consistently.

*Exceeds normal standards

3 Proficient (3)

A counselor performing at the Proficient level understands the roles and responsibilities and implements them. The counselor works collaboratively with the administration, teachers, and support staff. At this level, the counselor strives to openly communicate with parents and students to improve student performance as well as to prepare them for life beyond high school.

*Meets standards

2 Basic (2)

A counselor performing at the Basic level appears to understand the roles and responsibilities conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for counselors and improvement is expected to occur with experience.

*Needs improvement to meet standards

1 Unsatisfactory (1)

A counselor performing at the Unsatisfactory level does not appear to understand the underlying concepts represented by the outlined roles and responsibilities. Performance at this level requires significant intervention and coaching to improve the counselor's performance.

*Fails to meet standards

0 Insufficient knowledge on which to evaluate OR not applicable

A. PERSONAL CHARACTERISTICS

	1. Believes in the worth and uniqueness of individuals
	2. Aware of personal strengths and weaknesses
	3. Able to alter personal outlook and behavior in the light of new experiences
	4. Has a positive attitude towards the system, the community, professional colleagues and those with whom she works
	5. Appearance is neat and appropriate
	6. Uses good judgment and common sense
	7. Displays emotional control, maturity, and poise
	8. Is prompt and dependable
	9. Is well-organized
	10. Works well with other staff members

Comments:

B. INTERPERSONAL SKILLS

	1. Facilitates verbal and nonverbal communication with:
	a. Students
	b. Staff
	c. Parents
	2. Displays empathy
	3. Seeks input from students, parents, teachers and administrators

Comments:

C. COUNSELING SKILLS AND ROLE

	1. Provides a rationale for the use of counseling techniques and procedures
	2. Establishes and maintains counseling relationships within ethical standards
	3. Uses individualized and group counseling techniques effectively
	4. Maintains confidentiality
	5. Uses materials/activities and processes appropriate to the needs and development levels of students
	6. Determines appropriate referrals
	7. Assists staff in working with difficult situations

Comments:

D. GUIDANCE SKILLS

	1. Assists students in developing life and career planning skills
	2. Facilitates students in exploring many career options
	3. Shares scholarship/college/post-secondary information with students

Comments:

E. TESTING AND EVALUATION

	1. Determines and evaluates objectives and program priorities based on assessed needs
	2. Obtains, interprets and disseminates relevant appraisal data
	3. Is timely in working with testing
	4. Is organized when working with testing
	5. Trains staff in protocols of testing procedures

Comments:

F. PROFESSIONAL GROWTH

	1. Continues efforts toward professional improvement
	2. Shares and seeks knowledge willingly

Comment

Signed _____ Date _____

Evaluator

Signed _____ Date _____

Evaluatee

Signature does not indicate agreement with the evaluation, but does verify knowledge