

HAMLIN SCHOOL DISTRICT EVALUATION HANDBOOK

ADOPTED 8/24/2023

Table of Contents

BRIEF OUTLINE OF EVALUATION SYSTEM.....	1
Teacher Evaluation Responsibilities	2
SUMMATIVE EVALUATION	2
SELF EVALUATION	2
GOAL SETTING EVALUATION	2
MODEL LESSON DESIGN	3
Educator Summative Evaluation	4
Planning and Preparation	5
Classroom Environment	6
Instruction	7
Professional Responsibilities	8
EVALUATION	9
SUMMATIVE EVALUATION FORM	
Pre-Observation Conference Form	10
Post Observation Conference Worksheet	11
SELF EVALUATION SUMMARY OF ACTIVITIES	12
Self-Analysis of Teaching Video	13
Peer Classroom Visits	14
Peer Observation of Classroom	15
Book Review	16
Workshop/Conferences	17
Summary of Self-Evaluation Study	18
GOAL SETTING WORKSHEET	19
Goal Setting Summary	20
Goal Setting Suggestions	21
COUNSELOR’S EVALUATION	22
CLASSIFIED PERSONNEL EVALUATION	25

BRIEF OUTLINE OF EVALUATION SYSTEM

The evaluation plan is composed of three parts:

- 1. Summative Evaluation.** 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 on alternating years. This instrument would be used as part of the sequence as outlined in the diagram below. **Staff members with at least 3 years of experience at Hamlin will alternate between one year Summative Evaluation and the opposite year they may choose between 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 April 10th

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

Components: Self Evaluation Summary of Activities, Self Evaluation - Peer Classroom Visits (minimum of two), Peer Observation of Classroom, Self Analysis of Teaching Video, Workshop/Conference, Read Book over professionally relevant topic.

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

Self Evaluation Activities Forms due to principal by April 1st

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

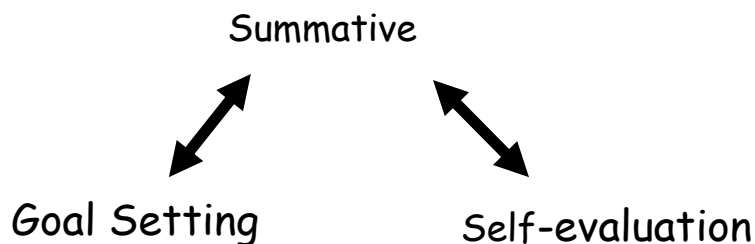
- 3. Goal Setting Evaluation.** The Goal Setting option will be available to staff members.

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 April 1st

EVALUATION SEQUENCE



Hamlin School District Teacher Evaluation Responsibilities

SUMMATIVE EVALUATION

Teacher Responsibilities:

- Work cooperatively with the building principal in setting evaluation date.
- Cooperate with the building principal on a pre-conference.
- 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 and Conduct evaluation pre-conference.
- Complete summative evaluation and hold summative evaluation conference by **April 10**.
- 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 one identified area 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 April 1

Administrator Responsibilities:

- Meet with teacher to review self-evaluation worksheet.
- Write administrator summary of self-evaluation information by April 1
- Make contract recommendation for upcoming year.

GOAL SETTING EVALUATION

Teacher Responsibilities:

- Review list of goal suggestions and Set goal by **October 15**.
- Work on goal activities throughout the school year.
- Complete goal setting summary by April 1

Administrator Responsibilities:

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

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

HAMLIN SCHOOL DISTRICT 28-3
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 Classroom Procedures

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

Pre-Observation Conference Form

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

Date and time of observation _____

Instructor Name _____ Subject to be observed _____

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 or watch? _____

HAMLIN SCHOOL DISTRICT 28-3
POST OBSERVATION CONFERENCE WORKSHEET

(Optional form for the teacher)

How did you feel about the lesson? _____

What part of the lesson do you believe went especially well? _____

Were you able to achieve the objectives of the lesson? _____

Was there anything you would have liked to change? _____

What measures would you take to change the above situation? _____

Looking back at the lesson, would you do it the same way again? _____

Other comments: _____

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: _____

Summary of Self-Evaluation Study
Due to the Principal by April 1

Teacher Name: _____

Summary of Activity #1:

POTENTIAL GOALS FOR NEXT YEAR

_____ Contract Recommended

Teacher Signature: _____

Date: _____

Summary of Self-Evaluation Study - Administrator Comments:	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Administrator Signature: _____	Date: _____

Goal Setting Worksheet

Due October 15th

Teacher Name: _____ School Year: _____

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 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 (0)

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

Comments:

Evaluator Signature: _____ Date _____

Counselor Signature: _____ Date _____

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

Classified Personnel Evaluation

Employee: _____ Title: _____

	Meets	Needs	Unsatis-
A. Job Performance	<u>Expectations</u>	<u>Improvement</u>	<u>factory</u>
Quality of Work			
1. Acceptable level of accuracy and neatness.	_____	_____	_____
2. Displays initiative and works without constant supervision.	_____	_____	_____
3. Follows directions thoroughly.	_____	_____	_____
4. Speed in completing tasks.	_____	_____	_____
5. Proper use and maintenance of equipment.	_____	_____	_____
6. Responsible in carrying out assigned job.	_____	_____	_____
7. Works toward self-improvement.	_____	_____	_____
8. Personal Qualities	_____	_____	_____
9. Personal appearance, manner and health.	_____	_____	_____
10. Pleasant and friendly.	_____	_____	_____
11. Is diplomatic.	_____	_____	_____
12. Relationship with other employees, supervisors, students, and adults.	_____	_____	_____
13. Responsible and dependable.	_____	_____	_____
14. Attitude	_____	_____	_____
15. Functions as a team member.	_____	_____	_____
16. Enthusiastic and interested in work.	_____	_____	_____
17. Accepts constructive criticism.	_____	_____	_____
18. Attendance	_____	_____	_____
19. Gives advance notice in case of absence.	_____	_____	_____
20. Arrives and leaves as assigned times.	_____	_____	_____
21. Uses proper amount of time for breaks.	_____	_____	_____

Comments: _____

- ___ 1. Recommendation for continued employment.
- ___ 2. Recommendation for continued employment with qualifications.
- ___ 3. Recommendation for non-renewal of contract.

Signing may not imply agreement by the employee, but merely that the evaluation has been discussed.

Dated: _____ Signed: _____

(Supervisor)

Dated: _____ Signed: _____

(Employee)