

**ISSAQUAH SCHOOL DISTRICT
STANDARDS FOR QUALITY TEACHING AND LEARNING
SUMMATIVE EVALUATION REVIEW**

Name:

Date:

Position:

School:

Evaluator Name:

Pre-Observation Date:

Observation Date:

Post-Observation Date:

Evaluator: Mark one box in each area that summarizes your evaluation.

Classroom Environment			
	Area of concern	Approaches Standard	Meets or Exceeds Standard
Year 1 + Year 2 + Year 3			
1. Staff/student interactions are civil, respectful and positive. 2. Staff has developed positive rapport with students. 3. Staff/student interactions demonstrate caring and are appropriate to students' culture, gender and developmental level. 4. Staff uses language and strategies that promote student/student interactions which are generally civil, polite and respectful. 5. The classroom environment and arrangement is safe and conducive to learning. 6. Conveys genuine enthusiasm for what is being taught, and promotes students interest in learning.	Comments:		
Year 2 + Year 3			
7. Uses multiple resources for planning, teaching and classroom activities.			
Classroom Management			
	Area of concern	Approaches Standard	Meets or Exceeds Standard
Year 1 + Year 2 + Year 3			
1. Student behavior expectations are consistent with school and district discipline policies. 2. Clearly defines, communicates and provides behavior expectations to students and parents. 3. Communications are clear, correct, and appropriate to students' levels and interests. 4. Transitions occur smoothly with little loss of instructional time. 5. Response to misbehavior is appropriate and demonstrates respect for students.	Comments:		
Year 2 + Year 3			
6. Adjusts to changing and unexpected situations. 7. Uses a variety of progressive interventions to encourage appropriate behavior. 8. Develops and implements student remediation plan for behavior concerns in collaboration with parents, support staff and administrators.			
Lesson Planning and Design			
	Area of concern	Approaches Standard	Meets or Exceeds Standard
Year 1 + Year 2 + Year 3			
1. Lesson plans are specific and clearly evident. 2. Designs instruction to focus on district adopted curriculum and documents.	Comments:		
Year 2 + Year 3			
3. Lesson/unit objectives are clearly communicated and include explicit instruction in skills including reading, writing, and communication. 4. Incorporates technology resources into lesson plans and provides technology references for students when appropriate. 5. Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and makes suggestions to refine the lesson.			
Year 3			
6. Embeds current research and best practice in instruction and activities.			

Instructional Practice			
Year 1 + Year 2 + Year 3	Area of concern	Approaches Standard	Meets or Exceeds Standard
1. Directions are clear and complete. 2. Provides learning activities that are motivating and suitable to students and instructional goals. 3. Uses strategies that involve students in higher levels of thinking.			Comments:
Year 2 + Year 3			
4. Determines pacing based on student needs and interests. 5. Uses strategies that expand student responses, encourage independent and creative thinking, and promote discussion among students. 6. Facilitates student use of computers and other available technology as a learning tool infused into curriculum. 7. Uses multiple resources to deliver instruction.			
Year 3			
8. Uses a variety of instructional strategies and activities to promote student learning and meet individual needs.			
Assessment			
Year 1 + Year 2 + Year 3	Area of concern	Approaches Standard	Meets or Exceeds Standard
1. Monitors frequently and consistently for student understanding. 2. Uses multiple assessment tools appropriately, (e.g. rubrics, scales, checklists, and tests) to monitor student learning and set future goals. 3. Uses performance assessments to measure student learning. 4. Communicates consistently with students and parents about the instructional program and students' progress.			Comments:
Year 2 + Year 3			
5. Deliberately connects assessments to instructional goals and communicates assessment criteria and standards to students and parents.			
Year 3			
6. Promotes student involvement in the assessment process through goal setting and self-reflection.			
Professional Development and Responsibilities			
Year 1 + Year 2 + Year 3	Area of concern	Approaches Standard	Meets or Exceeds Standard
1. Uses computer technology as appropriate to communicate with students, staff and parents. 2. Responds to parent questions and concerns in an appropriate and timely manner. 3. Uses an effective system for managing paperwork and timelines. 4. Keeps systems, using appropriate technology, for maintaining accurate and timely records (tracking assignments, attendance, etc.) 5. Presents information clearly and professionally in both oral and written form. 6. Maintains confidentiality concerning information about students and their families. 7. Attends staff meetings. 8. Works within the context of a team or department to ensure that all students learn. 9. Adheres to and enforces state law, board policy and established school procedures. 10. Participates in school and district programs, projects and events.			Comments:

Professional Development and Responsibilities			
Year 2 + Year 3	Area of concern	Approaches Standard	Meets or Exceeds Standard
11. Seeks opportunities for professional development to enhance content knowledge, teaching skills, and technical skills. 12. Uses peer and supervisor feedback and self-reflection to refine and shape practices. 13. Provides support to and seeks support from professional colleagues. Discusses problems, new ideas, gives/receives feedback, respecting/accepting various viewpoints. 14. Participates in decision-making to ensure decisions are based on the highest professional and democratic principles.			Comments:
Year 3			
15. Serves on school and district committees as appropriate. 16. Participates in school's improvement and refinement of curriculum, assessment and instructional practices.			

If all criteria are marked Meets or Exceeds Standards, the employee, in collaboration with the evaluator, sets a professional goal. (The responsibility for evaluating this goal lies with the employee.)

GOAL:

If any criterion are marked Approaches Standard, the administrator and employee will discuss assistance and suggestions on how growth can be made and may develop an informal improvement plan.

SUGGESTIONS/PLAN:

If any criterion are marked Areas of Concern, the evaluator will note the specific indicator(s) and develop a Plan of Improvement. (Refer to evaluation section of the Negotiated Agreement.)

Employee:

Date:

Evaluator:

Date:

Note: Both signatures are required. Signing of this instrument acknowledges participation in, but not necessarily concurrence with, the evaluation conference. Provide a copy of this report to the employee within 5 working days of an observation or a series of observations.

Copy to Supervisor and Copy to Employee