Haysville Educator Assessment Tool

The purpose of the USD 261 evaluation process is to provide for continual improvement of instruction and student learning. All reasonable supports will be exhausted before a licensed employee is determined to be ineffective and released. The educator evaluation process will be consistent with procedures outlined in Kansas State Law.

Twenty-five measurement areas have been grouped into four indicators. Each measurement area will receive one of the following ratings:

- 4 = Highly Effective Evidence indicates consistent, highly effective teaching skills
- 3 = Effective Evidence indicates competence in the teaching profession
- 2 = <u>Developing</u> Evidence indicates foundational knowledge and/or inconsistent pplication
- 1 = Ineffective Evidence does not support a basic standard of performance
- "Effective" and "Developing" ratings may have written statements or documentation

Ratings in the areas for measurement will be averaged together to determine the ratings in the four indicators. The four indicators are: 1) instructional practice, 2) professional responsibility, 3) student learning, and 4) content knowledge. The four indicator ratings will be averaged together to determine the summative Instructional Practice rating.

The evaluated will share evidence of student growth measures with the evaluator. Student growth measures will come from at least two of three areas: State Assessments (where required must be one measure included), State Approved Vendor Assessments, and Locally Created Assessments. Each of the Student Growth Measures will receive a rating of 4, 3, 2, or 1 as described above. The student growth measures will be averaged together to determine the Student Growth Measures summary rating.

The Instructional Practice summary rating and the Student Growth Measures summary rating will be averaged together to determine the Evaluation Summary Rating.

Printed name of evaluated educator	Evaluator	
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Approved May, 2014 for implementation in the 2014 -2015 school year

[&]quot;Highly Effective" and "Ineffective" ratings must have written statements or documentation

Indicator #1: Instructional Practice

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
1A	The licensed employee	The licensed employee used	The licensed employee	The licensed employee	
Demonstrates	demonstrated	methods and techniques	demonstrated	did not demonstrate	
effective methods	consistent, highly	that met students' needs.	foundational knowledge	methods or techniques	
and techniques that	effective methods and		and/or inconsistent	to meet students'	
meet students' needs	techniques that met		application of methods	needs at the basic	
	students' needs		and techniques to meet	level.	
			students' needs.		
1B	The licensed employee	The licensed employee used	The licensed employee	The licensed employee	
Uses Varied	consistently and	assessments to measure	demonstrated	did not demonstrate	
assessments to	effectively used varied	learner progress.	foundational and/or	use of varied	
measure learner	assessments to measure		inconsistent application	assessments to	
progress	learned progress.		of varied assessments to	measure learner	
			measure learner	progress at the basic	
			progress.	level.	
1C	The licensed employee	The licensed employee used	The licensed employee	The licensed employee	
Effectively utilizes	consistently and	questioning and discussion	demonstrated	did not demonstrate	
questioning and	effectively utilized	to promote learning.	foundational knowledge	questioning and	
discussion to	questioning and		and/or consistent	discussion to promote	
promote learning	discussion to promote		application of	learning at the basic	
	learning.		questioning and	level.	
			discussion to promote		
			learning.		
1D	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Provides multiple	consistently and	provided multiple methods	demonstrated	did not demonstrate	
methods for student	effectively provided	for student engagement to	foundational knowledge	multiple methods for	
engagement with	multiple methods for	facilitate learning.	and/or inconsistent	student engagement	
learning	student engagement to		methods for student	with learning at the	
	facilitate learning.		engagement to facilitate	basic level to facilitate	
			learning.	learning.	

Indicator #1: Instructional Practice continued

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
1E	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Demonstrates	consistently and	demonstrated adaptability	demonstrated	did not demonstrate	
adaptability and	effectively	and responsiveness in	foundational knowledge	adaptability and	
responsiveness in	demonstrated	meeting student needs	and/or inconsistent	responsiveness in	
meeting student	adaptability and		application of a variety	meeting student needs	
needs	responsiveness in		of technology to	at the basic level.	
	meeting student needs.		effectively facilitate		
			learning.		
1F	The licensed employee	The licensed employee used	The licensed employee	The licensed employee	
Uses a variety of	consistently and	a variety of technologies to	demonstrated	did not demonstrate a	
technologies to	effectively used a	effectively facilitate	foundational knowledge	variety or technologies	
effectively facilitate	variety of technologies	learning.	and/or inconsistent		
learning	to effectively facilitate		application of a variety		
	learning.		of technologies to		
			effectively facilitate		
			learning.		
1G	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Provides evidence of	consistently and	provided plans that	demonstrated	did not demonstrate	
planning that	effectively provided	supported district and state	foundational knowledge	planning at the basic	
supports district and	plans that supported	expectations.	and/or inconsistent	level.	
state expectations	district and state		application of planning		
	expectations.		that supported district		
			and state expectations.		

Narration for Indicator #1 – Instructional Practice:

Indicator #2: Professional Responsibility

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
2A	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Engages in reflection	consistently and	reflected for professional	demonstrated	did not demonstrate	
for professional	effectively reflected for	growth.	foundational knowledge	reflection for	
growth	professional growth.		and/or inconsistent	professional growth at	
			application of reflection	the basic level.	
			for professional growth.		
2B	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Participates in a	consistently and	participated in a variety of	demonstrated	did not demonstrate	
variety of targeted	effectively participated in	targeted professional	foundational knowledge	participation in	
professional growth	a variety of targeted	growth activities.	and/or inconsistent	targeted professional	
activities	professional growth		application of targeted	growth activities at the	
	activities.		professional growth	basic level.	
			activities.		
2C	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Exercises	consistently and	exercised collaborative and	demonstrated	did not demonstrate	
collaborative and	effectively exercised	leadership roles.	foundational knowledge	collaborative or	
leadership roles	collaborative and		and/or inconsistent	leadership roles at the	
	leadership roles.		application of	basic level.	
			collaborative and		
			leadership roles.		
2D	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Maintains accurate	consistently and	maintained accurate	demonstrated	did not demonstrate	
records while	effectively maintained	records while maintaining	foundational knowledge	accurate recordkeeping	
maintaining	accurate records while	confidentiality.	and/or inconsistent	while maintaining	
confidentiality	maintaining		application of accurate	confidentiality at the	
	confidentiality.		records while	basic level.	
			maintaining		
			confidentiality.		

Indicator #2: Professional Responsibility continued

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
2E	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Communicates	consistently and	communicated (written	demonstrated	did not demonstrate	
effectively (written	effectively	and oral) with students and	foundational knowledge	effective	
and oral) with	communicated (written	their families.	and/or inconsistent	communication	
students and their	and oral) with students		application of	(written and oral) at	
families	and their families.		communication (written	the basic level.	
			and oral) with students		
			and their families.		
2F	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Works cooperatively	consistently and	worked cooperatively with	demonstrated	did not demonstrate	
with classified and	effectively worked	classified and certified	foundational knowledge	working cooperatively	
certified personnel to	cooperatively with	personnel to provide for	and/or inconsistent	with classified and	
provide for student	classified and certified	student needs.	application of working	certified personnel to	
needs	personnel to provide for		cooperatively with	provide for student	
	student needs.		classified and certified	needs at the basic	
			personnel to provide for	level.	
			student needs.		
2G	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Models professional	consistently and	used professional judgment	demonstrated	did not demonstrate	
decorum (judgment)	effectively modeled	in appearance, hygiene and	foundational knowledge	professional judgment	
in appearance,	professional decorum in	action.	and/or inconsistent	in appearance, hygiene	
hygiene and action	appearance, hygiene and		application of judgment	and action at the basic	
	action.		in appearance, hygiene	level.	
			and action.		

Narration for Indicator #2 – Professional Responsibility:

Indicator #3: Student Learning

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
3A	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Plans based on	consistently and	consistently planned	demonstrated	did not demonstrate	
recognized	effectively planned	instruction based on	foundational knowledge	planned instruction	
differences in	instruction based on	recognized differences in	and/or inconsistent	based on recognized	
learning and	recognized differences in	learning and	application of instruction	differences in learning	
development levels	learning and	developmental levels of all	planning based on	and developmental	
of all students	developmental levels of	students.	recognized differences in	levels of all students at	
	all students.		learning and	the basic level.	
			developmental levels of		
			all students.		
3B	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
The environment is	consistently and	consistently arranged the	demonstrated	did not demonstrate	
purposefully	effectively arranged the	environment to facilitate	foundational knowledge	a purposeful	
arranged to facilitate	environment to facilitate	learning.	and/or inconsistent	environmental	
learning	learning.		application of a	arrangement to	
			purposeful	facilitate learning	
			environmental	at the basic level.	
			arrangement to facilitate		
			learning.		
3C	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Builds and maintains	consistently and	consistently built and	inconsistently built and	did not build and	
a positive social	effectively built and	maintained a positive	maintained a positive	maintain a positive	
environment	maintained a positive	social environment.	social environment.	social environment.	
	social environment.				

Indicator #3: Student Learning continued

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
3D	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Successfully applies	consistently and	consistently applied	demonstrated	did not demonstrate	
student behavior	effectively applied	student behavior	foundational knowledge	successful application	
guidelines to	student behavior	guidelines to maintain	and/or inconsistent	of student behavior	
maintain discipline in	guidelines to maintain	discipline in the learning	application of student	guidelines to maintain	
the learning	discipline in the learning	environment.	behavior guidelines to	discipline in the	
environment	environment.		maintain discipline in the	learning environment	
			learning environment.	at the basic level.	
3E	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Recognizes and	consistently and	consistently recognized	demonstrated	did not demonstrate	
rewards student	effectively recognized	and rewarded student	foundational knowledge	recognition or rewards	
achievement	and rewarded student	achievement.	and/or inconsistent	for student	
	achievement.		application of recognition	achievement at the	
			and rewards for student	basic level.	
			achievement.		
3F	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Fully engages all	consistently and	consistently engaged	demonstrated	did not demonstrate	
students in	effectively engaged all	students in purposeful	foundational knowledge	engagement of	
purposeful learning	students in purposeful	learning activities.	and/or inconsistent	students in purposeful	
activities	learning activities.		application of student	learning activities at	
			engagement in	the basic level.	
			purposeful learning		
			activities.		

Narration for Indicator #3 – Student Learning:

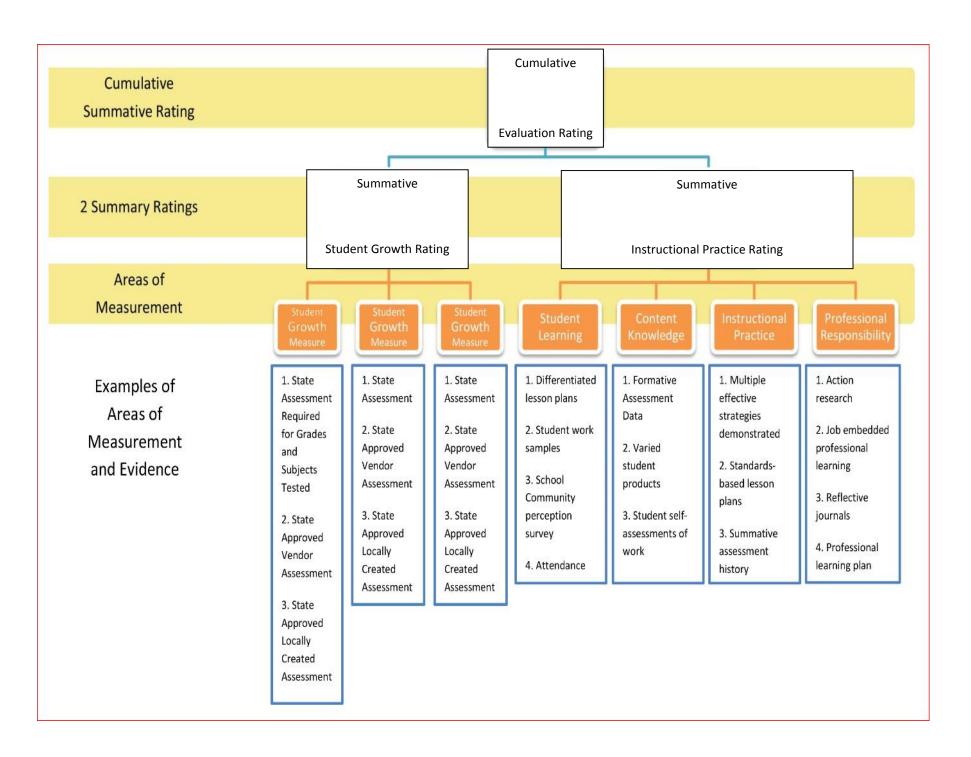
Indicator #4: Content Knowledge

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
4A Demonstrates a thorough knowledge of content material and pedagogy	The licensed employee consistently and effectively demonstrated a thorough knowledge of content material and pedagogy.	The licensed employee demonstrated competent knowledge of content material and pedagogy.	The licensed employee demonstrated basic knowledge and/or inconsistent application of content knowledge and pedagogy.	The licensed employee did not demonstrate a thorough knowledge of content material and pedagogy at the basic level.	
4B Provides a variety of innovative applications of knowledge	The licensed employee consistently and effectively provided a variety of innovative applications of knowledge.	The licensed employee provided a variety of innovative applications of knowledge.	The licensed employee demonstrated basic knowledge and/or inconsistent application of a variety of innovative applications of knowledge.	The licensed employee did not demonstrate a variety of innovative applications of knowledge at the basic level.	
4C Applies a deep understanding of students	The licensed employee consistently and effectively displayed a deep understanding of students.	The licensed employee displayed an understanding of students.	The licensed employee demonstrated basic knowledge and/or inconsistent application of a deep understanding of students.	The licensed employee did not demonstrate a deep understanding of students.	
4D Utilizes a variety of resources to appropriately meet student needs	The licensed employee consistently and effectively utilized a variety of resources to appropriately meet student needs.	The licensed employee used resources to appropriately meet student needs.	The licensed employee demonstrated basic knowledge and/or inconsistent application of a variety of resources to appropriately meet student needs.	The licensed employee did not demonstrate use of a variety of resources to appropriately meet student needs.	

Indicator #4: Content Knowledge continued

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
4E Designs effective methods for assessing outcomes	The licensed employee consistently and effectively designed methods for assessing outcomes.	The licensed employee designed effective methods for assessing outcomes.	The licensed employee inconsistently designed effective methods for assessing outcomes.	The licensed employee did not design effective methods for assessing outcomes.	
4F Actively seeks and shares continuous improvement through professional growth activities	The licensed employee consistently and effectively sought and shared continuous improvement through professional growth activities.	The licensed employee sought and shared continuous improvement through professional growth activities.	The licensed employee demonstrated basic knowledge and/or inconsistent application of improvement through professional growth activities.	The licensed employee did not demonstrate continuous improvement through professional growth.	

Narration for Indicator #4 – Content Knowledge:



Closing comments / supporting evidence:				
ndicators listed on this evaluation are	not intended to be all-inclusive. Ada	ditional topics related to professional evaluation may be discusse		
		, ,		
(Date)		(Educator's Signature) *		
(Date)		(Administrator's Signature)		
Plan of Assistance is:	needed	not needed		
——				
has viewed this educator performan	nce report in conference with the even	or approval of the evaluation. It indicates only that the educator aluator. The educator has the right to reply to any comments		

*The signature on this evaluation does not represent either acceptance or approval of the evaluation. It indicates only that the educator has viewed this educator performance report in conference with the evaluator. The educator has the right to reply to any comments made on the evaluation. If the educator chooses to write a response it must be returned to the evaluator within 10 schools days after receiving the evaluation. The educator response will be attached to this instrument and forwarded to the District Office and placed in the educator personnel file.

Haysville Professional Growth SMART Goals

Licensed Employee:	Evaluator:
Position:	Date:

Indicators of Professional Growth

- 1. Instructional Practice
- 2. Professional Responsibility
- 3. Student Learning
- 4. Content Knowledge

	SMART Goal					
Identify Indicator and Subcategory:						
Narrate Personal Goal: Specific	What specific outcome will be achieved?	What would success for this goal look like?				
M easureable A chievable R elevant T imely	What evidence will you use to monitor your progress?	Create a timeline for completion.				
Resources Needed:						
How will your growth in this area contribute to increased student achievement?						

Licensed Employee:	Evaluator: Page 13 of 14
Position:	Date:
Indicators of Professional Growth	
1. Instructional Practice	
2. Professional Responsibility	
3. Student Learning	
4. Content Knowledge	
Progress Monitoring Reflection	
Restate your Personal Goal	

Restate your Personal Goal What steps have you taken to move toward your goal? What resources do you need to continue to move toward your goal? What brings you the most pride when you look back at the academic year thus far?

Licensed Employee:	Evaluator:
Position:	Date:
Indicators of Professional Growth	
 Instructional Practice Professional Responsibility 	

3. Student Learning4. Content Knowledge

End-of-Year Review	
Summarize your progress toward your goal.	
How did your growth in your goal area affect student achievement?	
If your goal was met, what contributed to your success? If your goal was not met, what	
were the barriers? What brings you the most pride when you look back at the academic year?	
What is a possible area of growth for the upcoming school year?	