

WEST GEAUGA SCHOOL DISTRICT TEACHER PERFORMANCE REVIEW

EFFECTIVE SEPTEMBER 2001

INTRODUCTION

The West Geauga Board of Education believes that the analysis of teacher performance is both desirable and necessary. The Board recognizes that the kind and quality of educational programs and school environments experienced by students depend upon the practices and performances of the instructional staff. By linking selection of staff, analysis of instruction, and professional development the District will build a solid foundation to realize the stated mission of the West Geauga School District and the goals of the Continuous Improvement Plan

Few activities are more powerful for professional learning than reflection on practice. As Schon (1993) pointed out, we learn not so much from our experiences, but from our reflection on our experiences. Reflection requires asking and answering questions such as “Were those reasonable learning experiences for my students?”, “Would different groupings have worked better?”, and “How do I know my students have really learned this concept?”. As a source of information, reflections and self-assessments add much to the dialogue regarding the quality of teaching.

Teacher performance is traditionally synonymous with classroom observations. Quite often, this arrangement calls for the teacher to be essentially passive. Typically, an administrator conducts an observation, takes notes, writes up the observation, and provides feedback to the teacher on his/her performance. It should be noted that a classroom observation does have benefits in that it is usually the best setting in which to witness essential aspects of teaching- for example the interaction between a teacher and students and among students. An observer can note how the teacher structures the physical environment, how the teacher actively engages students in learning, and how s/he establishes and maintains standards of behavior. A classroom observation can also be stagnant in that it is an isolated snapshot of a complex relationship between teaching and learning. More importantly, if there is no accompanying reflection and self-assessment, there is little opportunity for change or growth to occur (Danielson, 2000). Instructional analysis expands a teacher’s understanding of his/her craft and how instruction can be redesigned to meet students’ needs. Self-reflection allows teachers to identify their areas of strength and needs and to grow professionally throughout their careers.

The West Geauga Board of Education recognizes that teachers are professionals; they are practitioners of a complex craft. Therefore, the teacher performance review process in the West Geauga School District includes opportunities for reflection, goal setting, and self-assessment to promote collaborative professional growth. The review and analysis of teacher performance will serve the following purposes:

1. to provide opportunities for self-reflection and goal setting so that individual teachers may develop and refine professional skills and performance;
2. to identify concrete levels of performance that signify effective teaching;
3. to make available opportunities for administrators to analyze strengths and needs of the staff and to use this knowledge in providing assistance for continued professional growth;
4. to guide decisions relative to assignments and continued employment;
5. to provide direction for staff development practices; and
6. to unify teachers and administrators in their collective efforts to educate students and to realize the mission of the West Geauga School District and the goals of the Continuous Improvement Plan.

PROCESS

Beginning in September 2001, every teacher in the West Geauga School District will be actively engaged annually in the teacher performance review process. This process is based upon the research-based and validated components of teaching described in Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (ASCD, 1996) and *PRAXIS III* (Educational Testing Service, 1997) and is aligned with the standards of the *National Board for Professional Teaching Standards* and the *Interstate New Teacher Assessment Support Consortium* (INTASC).

There are two categories (limited and continuing contract) in the West Geauga School District's teacher performance review process. The chart on page 5 outlines each strand within the categories.

- Teachers on limited contract will be reviewed in accordance with House Bill 330.
- Teachers on continuing contract will be placed on a three-year cycle. Years 1 and 2 are considered "Non-Formal Years: Self-Directed". During these two years, teachers will complete Form 1. During year 3, the performance review year, teachers will be observed and evaluated within a formal program.
- Administrators may follow the specific guidelines of HB 330 related to observations and evaluations of teachers on continuing contract as referenced in Section 6.062 of the Contract between the West Geauga Board of Education and the West Geauga Education Association.

Teachers will receive the Teacher Performance Review packet within the first two weeks of school.

The *Self-Reflection Form* (Form 1) is to be completed by each teacher and submitted to the observing administrator by September 30th. Form 1 will be *discussed* with the assigned observer:

- prior to October 15th for continuing contract teachers during non-formal years;
- prior to November 1st for continuing contract teachers during their performance review year; and
- prior to December 1st for limited contract teachers.

Performance review conferences will be scheduled as follows:

- Limited contract: The first conference and performance review report shall be completed and provided to the teacher in writing no later than the 25th of January. The second conference and performance review report shall be completed and provided to the teacher in writing no later than the 10th day of April. Each written report shall include a minimum of two observations of not less than 30 minutes each. The first observations shall be conducted and completed not later than the 15th day of January. The second observations shall be conducted and completed between the 10th day of February and the first day of April. (Ohio Revised Code 3319.11)
- Continuing contract, formal year: The conference and performance review report shall be completed by the end of the school year, and will include a minimum of two observations and evaluation conferences with written report to the teacher.

Prior to each scheduled observation, teachers will submit the *Pre-Observation Self-Reflection* (Form 2) with a lesson plan attached, to the observing administrator. Unless there are extenuating circumstances, Form 2 is to be submitted at least one working day in advance of the scheduled observation. If the observation is not scheduled, Form 2 does not have to be completed.

Unless there are extenuating circumstances, the teacher will complete and submit the *Post Observation Self-Reflection* (Form 3) to the observer within two working days of each observation.

Prior to each performance review conference, the teacher will identify those areas in which s/he would like to achieve growth by completing Form 2. The growth areas should be derived from the domains and components described in The Components of Professional Practice (Educational Testing Service, 2001). At the conference, growth areas will be discussed and those requiring attention will be designated on the conference records (Forms 4A and 4B).

Performance Levels

Each of the four domains will be assessed with one of four specific indicators of performance (Unsatisfactory, Basic, Proficient, Distinguished). Descriptions and illustrations of each level of performance for each domain and each component can be found in Components of Professional Practice (Educational Testing Service, 2001). It must be understood that the levels of performance are associated with the process of teaching, not of teachers. The designated levels of performance permit discussions about teaching to be non-personal; that is, if an observer cites evidence for a certain placement on the levels of performance, the language serves to mediate the conversation (Danielson, 2000). Components of Professional Practice will serve to enhance any further discussions. The observer's assessment will be based on clear criteria. When reviewing the performance levels, it is important to note that the highest level, "Distinguished", is a place one "visits" periodically (Danielson, 2000). Given that students change annually, coupled with other variables such as new state standards, district goals, and new research, it is imperative that teachers respond accordingly and continue to reflect, grow, and revise their strategies and instruction. In the quest for professional growth and excellence, conscientious teachers will invest the time and energy needed to perform well at all times throughout their careers.

Documentation

In the West Geauga School District, every teacher is expected to attain, at minimum, the basic level of performance in each of the following domains: *Knowledge of Students and Content, Classroom Environment, Student Learning, and Professionalism*. The goal is for all teachers to consistently surpass the "basic" level of performance. These standards are elaborated upon in the Components of Professional Practice book. At any time during the Performance Review process, if it is determined that individual components in a specific domain are "Unsatisfactory", specific documentation based upon performance (Form 5) must be utilized and shared with the teacher as soon as feasible.

If, at the second conference, the administrator checks, for the first time, a growth area or determines that a domain is "Unsatisfactory", the reason(s) shall be clearly established as having occurred or come to his/her attention during the time elapsed between the first and second conferences

As referenced in Sections 6.05 and 7.084 of the Contract, teachers may attach or include additional written statements and/or documentation at any time. The administrators may be asked to sign statements submitted at a later date to acknowledge receipt and examination.

The teacher and administrator shall sign the official copy of each conference record (Forms 4A, 4B, and 5) to indicate that they have examined and discussed the contents. A copy of the official file copy of each conference record shall be provided to the teacher. The official copy of each conference record shall be kept in the teacher's file in the Superintendent's office, and be made available for examination by the teacher upon request.

Additional comments may be made on the back of any form.

FORMS

Form 1 *Self Reflection*: to be completed by the teacher and submitted by September 30th. Discussion of this form will occur according to the schedule outlined on p.2. Form 1A may be submitted any time changes in Form 1 are developed.

Form 2 *Pre-Observation Self-Reflection*: to be completed by the teacher and submitted to the observer at least one working day prior to the classroom observation, unless there are extenuating circumstances that would affect this deadline.

Form 3 *Post-Observation Self-Reflection*: to be completed by the teacher and submitted to the observer within two working days of the classroom observation, unless there are extenuating circumstances that would affect this deadline.

Form 4 *Performance Review Records*: to be discussed and completed during the scheduled evaluation conferences.
Limited contract: Form 4A by January 25th and 4B by April first.
Continuing Contract: Form 4A and 4B by the end of the school year.

Form 5 Collaborative Plan: to be completed by the observing administrator, teacher, and appropriate parties, as needed.

Form 6 Self-Reflection Summary Report; Continuing Contract Non-Formal Years: Teacher completes Form 6 by the end of the school year. Teacher will receive a signed copy of Form 6. A conference may be held at the request of either party.

Appendix Forms for Teacher Use as Needed During Non-Formal Years: Continuing Contract Teachers

- Unit Plan *
- Instructional Artifact *
- Family Contact Log *
- Professional Development Log *
- School/District Contribution Log *
- Contribution to the Profession Log *
- Research Log *

(*Generic forms will be available. Teacher developed documents can be substituted)

TIMELINE**LIMITED
CONTRACT****CONTINUING CONTRACT***

MONTH	Teacher Activities	Performance Review Years (Year 3)	Non-Formal Years (Years 1 and 2)
August	Teacher receives Performance Review Packet.	Teacher receives Performance Review Packet.	Teacher receives Performance Review Packet.
September October November December	Teacher completes Form 1: due Sept. 30th. Discussion of this form by December 1 st . Administrator conducts the first two formal observations. <ul style="list-style-type: none"> • Form 4A discussed at first post conference. • Form 2 turned in prior to both scheduled observations. • Form 3 turned in within 2 working days of each observation. 	Teacher completes Form 1: due Sept. 30 th . Discussion of this form by November 1 st . Administrator conducts first formal observation between September and January 15 th , with the written report by Jan.25 th . <ul style="list-style-type: none"> • Form 4A discussed at first post conference. • Form 2 turned in prior to scheduled observation. • Form 3 turned in within 2 working days of observation. 	Teacher completes/reviews Form 1: due Sept. 30 th . Discussion of this form to occur by October 15th. Teacher reflects/collects evidence of student learning and professional activities as necessary.
January	One Formal Conference must be conducted in accord with provisions outlined in the Ohio Revised Code, Form 4A		
February		Administrator conducts 2 nd formal observation between February 10 and April 1. Teacher turns in Form 3 within 2 working days of observation.	
March April May June	Administrator conducts the 3 rd and 4 th formal observations. Another Formal Conference must be conducted in accordance with Ohio Revised Code, Form 4B.	Administrator completes Formal Performance Review; holds conference with teacher by end of school year, Form 4B.	Teacher reflects on the professional process and completes Self-Reflection Summary Report (Form 6). Teacher and Administrator sign Form 6 before the end of the school year.

* A teacher on continuing contract may opt for the Alternative Review process as outlined in the current Contract (Section 6.062). The Alternative Review process forms will be used in lieu of Forms 1-6.

TEACHER PERFORMANCE REVIEW**Self-Reflection: refer to *Components of Professional Practice* book**

This information is to be completed by the teacher and submitted to the administrator prior to September 30th. Discussion of these forms will occur as scheduled.

Name _____ Date Submitted _____

I. Evidence of Domain 1: Planning and Preparation

- A. State the techniques you use to become knowledgeable about your students.

- B. Briefly describe the background knowledge and skills of your students including special needs and/or circumstances that may impact their learning.

- C. Describe the types of assessments you traditionally utilize to measure students' understanding. Attach samples of two different types of assessments you have used or are planning to use.

II. Evidence of Domain 2: The Classroom Environment

- A. State the classroom rules, procedures, and expectations for each student behavior. You may attach documentation such as parent letter, class schedule, or notification of procedures.

- B. Indicate the reason(s) for your room arrangement. Explain how it enhances instruction and learning.

III. Evidence of Domain 3: Instruction

- A. Attach a recent lesson plan or instructional artifact. Explain how it connects to the Course of Study. (Additional materials may be attached at the teacher's discretion.)

- B. Describe how you make adjustments in the types of learning activities you develop for your students to accommodate different learning styles and rates of learning.

IV Evidence of Domain 4: Professional Responsibilities

- A. Cite one specific way in which you recently interacted with a colleague to benefit students.

- C. Identify one specific way in which you contribute to the betterment of your building and/or the district.

- D. Specify how you communicate with parents/guardians. Attach a recent newsletter or other recent information sent to parents/guardians.

- E. Cite two professional development activities in which you were a participant during the last year.

Collaborative discussion held on _____.

Teacher's Signature

Administrator's Signature

TEACHER PERFORMANCE REVIEW

Self-Reflection Revision: Modification to Form1 – non-formal year(s)

The teacher may complete this form at any time during non-formal Performance Review Years to modify Form 1. Revisions should be submitted to the appropriate administrator when developed.

Discussion of modifications may occur at the request of either the teacher or administrator.

Name _____ Date Submitted _____

I. Domain 1: Planning and Preparation

D. Techniques used to become knowledgeable about students.

E. Strategies to ascertain background knowledge and skills of students, including special needs/circumstances that impact learning.

F. Assessments utilized to measure student learning. Attach samples planned for use (optional/as requested).

II. Domain 2: The Classroom Environment

C. Classroom rules, procedures, and expectations for student behavior. (Attach documentation such as parent letter, class schedule, or notification of procedures as requested.)

D. Physical environment. (Explain impact on teaching/learning.)

III. Domain 3: Instruction

F. Specific lesson plans/instructional artifacts. Explain Changes/relation to curriculum as requested.

G. Adjustments in learning activities to accommodate student needs/learning styles (individualization/differentiation).

IV Domain 4: Professional Responsibilities

A.

Professional experience(s). (Attachments/ documentation as necessary.)

B. Contribution(s) to building/district.

H. Communication with parents/guardians. Attach information as necessary sent to parents/guardians.

Collaborative discussion held on _____.

Teacher's Signature

Administrator's Signature

TEACHER PERFORMANCE REVIEW**Pre-Observation: Self-Reflection**

Unless there are extenuating circumstances, this information is to be provided by the teacher and submitted to the observer one working day prior to the classroom observation.

Attach a copy of the lesson plan.

Name _____ Date Submitted _____

- I. A. What is the topic of the lesson that will be observed?

Specify the Course of Study goals for this lesson.

- B. State the objectives for this lesson. What specifically do you expect the students to learn/to do?

- C. How does this lesson fit into what you and your students have been doing during the past several lessons?

- D. Specify any prerequisite skills or knowledge needed by the students in order to accomplish the objectives.

- II. A. State the instructional materials or other resources you will use.

B. What is your role in this lesson?

E. What is the physical arrangement of the classroom? How does the setting enhance the lesson?

F. Describe how you will actively engage your students in the learning process.

G. Describe the accommodations in your lesson plan that address the special needs of your students and their different learning styles.

III. A. Explain how you plan to assess student achievement of the goals (i.e. test, performance tasks, verbal cues, rubrics, product, other).

B. What intervention and/or remediation strategies will be employed as a follow-up to this lesson?

IV. On what specific **elements** would you like me to focus while observing your class?
Refer to Components of Professional Practice book, Domains 2 & 3.

TEACHER PERFORMANCE REVIEW
Post-Observation: Self-Reflection

Unless there are extenuating circumstances, this information is to be provided by the teacher and submitted to the observer within two working days of the classroom observation.

Name _____ Date Submitted _____

Date of Observation _____

I. As I reflect on the lesson, were all students actively and productively engaged in their work?
How do I know? What indicators were there?

II. Did the students learn what I expected them to learn?
Were the instructional goals met? How do I know?
If I don't know at this point, when and how will I know?

III. Did I alter my goals or my lesson plan as I taught the lesson?
Why and how?

IV. If I had the opportunity to teach this lesson again to a similar group of students, how might/did I alter it? Why?

FIRST CONFERENCE RECORD

TEACHER PERFORMANCE REVIEW

- Domains 2 & 3 are assessed (see circled level) during observation.*
- Domains 1 & 4 are assessed using feedback from Form 1*(as well as informal observations, interactions, and communication during the routine of the school day.)
- If any domain or subcomponent is considered "Unsatisfactory", Form 5 must be completed.
- The checkmarks indicate areas of focus.

Name _____ Date _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT	U	B	P	D
<p>Areas of focus:</p> <ul style="list-style-type: none"> ▪ 2a. Creating an environment of respect and rapport ▪ 2b. Establishing a culture for learning ▪ 2c. Managing classroom procedures ▪ 2d. Managing student behavior ▪ 2e. Organizing physical space. <p>Comments:</p>				

DOMAIN 3: INSTRUCTION	U	B	P	D
<p>Areas of focus:</p> <ul style="list-style-type: none"> ▪ 3a. Communicating clearly and accurately ▪ 3b. Using questioning and discussion techniques ▪ 3c. Engaging students in learning ▪ 3d. Providing feedback to students ▪ 3e. Demonstrating flexibility and responsiveness <p>Comments:</p>				

DOMAIN 1: PLANNING AND PREPARATION**U****B****P****D**

- 1a. Demonstrating knowledge of content and pedagogy
- 1b. Demonstrating knowledge of students
- 1c. Selecting instructional goals
- 1d. Demonstrating knowledge of resources
- 1e. Designing coherent instruction
- 1f. Assessing student learning

Comments:**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES****U****B****P****D**

- 4a. Reflecting on teaching
- 4b. Maintaining accurate records
- 4c. Communicating with families
- 4d. Contributing to the school and district
- 4e. Growing and developing professionally
- 4f. Showing professionalism

Comments:

*Teacher's Signature _____ Date _____

(*Signature indicates receipt and does not imply agreement with content)

Administrator's Signature _____ Date _____

SECOND CONFERENCE RECORD

TEACHER PERFORMANCE REVIEW

- Domains 2 & 3 are assessed (see circled level) during observation.*
- Domains 1 & 4 are assessed using feedback from Form 1*(as well as informal observations, interactions, and communication during the routine of the school day.)
- If any domain or subcomponent is considered "Unsatisfactory", Form 5 must be completed.
- The checkmarks indicate areas of focus.

Name _____ Date _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT	U	B	P	D
<p>Areas of focus:</p> <ul style="list-style-type: none"> ▪ 2a. Creating an environment of respect and rapport ▪ 2b. Establishing a culture for learning ▪ 2c. Managing classroom procedures ▪ 2d. Managing student behavior ▪ 2e. Organizing physical space. <p>Comments:</p>				

DOMAIN 3: INSTRUCTION	U	B	P	D
<p>Areas of focus;</p> <ul style="list-style-type: none"> ▪ 3a. Communicating clearly and accurately ▪ 3b. Using questioning and discussion techniques ▪ 3c. Engaging students in learning ▪ 3d. Providing feedback to students ▪ 3e. Demonstrating flexibility and responsiveness <p>Comments:</p>				

DOMAIN 1: PLANNING AND PREPARATION	U	B	P	D
<ul style="list-style-type: none"> ▪ 1a. Demonstrating knowledge of content and pedagogy ▪ 1b. Demonstrating knowledge of students ▪ 1c. Selecting instructional goals ▪ 1d. Demonstrating knowledge of resources ▪ 1e. Designing coherent instruction ▪ 1f. Assessing student learning <p>Comments:</p>				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	U	B	P	D
<ul style="list-style-type: none"> ▪ 4a. Reflecting on teaching ▪ 4b. Maintaining accurate records ▪ 4c. Communicating with families ▪ 4d. Contributing to the school and district ▪ 4e. Growing and developing professionally ▪ 4f. Showing professionalism <p>Comments:</p>				

*Teacher's Signature _____ Date _____

(*Signature indicates receipt and does not imply agreement with content)

Administrator's Signature _____ Date _____

**TEACHER PERFORMANCE REVIEW
Collaboration Plan**

This form is to be completed collaboratively between the teacher and Administrator, and may be used at any time during the teacher performance review process.

Teacher _____ Effective Date _____

Noted Areas of Strength	Possible Areas for Growth	Suggested Growth Goals

The goal(s) address(es) components in the following domain(s):

__ Domain A __ Domain B __ Domain C __ Domain D

Activities to be taken	Resources Needed	Timeline	Documentation

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

TEACHER PERFORMANCE REVIEW**Self-Reflection Summary Report: Continuing Contract Non-Formal Years:**

To be completed by teacher and submitted to the building administrator prior to the end of the school year.

Teacher _____ Date _____

Reviewing Form 1, briefly describe the Experiences, Insights Gained and Changes or Future Plans resulting from your Self-Reflection. Make comments in the space provided beneath each Domain. Professional artifacts may be attached. Make a list of such artifacts on the back of this form.

Domain 1: Planning and Preparation**Domain 2: The Classroom Environment****Domain 3: Instruction****Domain 4: Professional Responsibilities**

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____