

Umatilla School District 6

Code: **GCN/GDN-AR**
Adopted: 4/11/96
Revised/Readopted: 2/11/04
Orig. Code(s): GCN/GDN-AR

Evaluation of Staff

UMATILLA SCHOOL DISTRICT 6 Classified Evaluation Form

Name: _____ Employee Status _____ (circle one)
Permanent Probationary

Assignment: _____ School _____

Instructions: This evaluation is based on the employee's performance as it relates to the job description and assigned duties.

1. In what ways has the employee met, failed to meet or exceeded the performance as it relates to the job description and assigned duties?
2. In what areas has the employee shown improvement and/or growth?
3. In what areas does the employee need to demonstrate improvement and/or growth?
4. Immediate supervisor's recommendations: _____ Comments: _____
____ Continued employment
____ Terminating employment
____ Other
5. Employee's response if desired:

This is to certify that we have read and discussed the above report.

Employee's Signature

Administrator's/Supervisor's Signature

Date

Date

TEACHER EVALUATION

(circle one)

Name: _____ Employee Status Contract Probationary

Assignment: _____ School

General instructions: This evaluation is based on the individual’s performance goals, job description and performance standards. Use the reverse side or additional pages as needed.

1. In what ways has the teacher met, failed to meet or exceeded the performance standards, performance goals and teaching responsibilities?

2. In what areas has the teacher shown development and growth in the teaching profession?

3. In what specific areas does the teacher need to demonstrate additional development and growth?

4. Supervisor’s comments: Contract Extension _____
Contract Non-Extension _____
Contract Renewal _____
Contract Non-Renewal _____
Termination _____
Other _____

5. Teacher’s response, if desired, as provided by law.

6. The following attachments are a part of this report:

This is to certify that we have read and discussed the above report.

Teacher’s Signature

Supervisor’s Signature

Date

Date

CRITERIA USED IN EVALUATING TEACHERS

- Domain I. Instructional Strategies
- Criterion 1. Provides opportunities for students to participate successfully
- Indicator
- a. Appropriately varies activities.
 - b. Interacts with students in group formats, as appropriate.
 - c. Solicits student participation.
 - d. Extends students' responses/contributions.
 - e. Provides ample time for students to respond to teacher questions/solicitations and to consider content as it is presented.
 - f. Implements instruction at an appropriate level of difficulty.
- Criterion 2. Evaluates and provides feedback on student progress during instruction
- Indicator
- a. Communicates learning expectations.
 - b. Monitors students' performances as they engage in learning expectations.
 - c. Solicits responses of demonstrations from specific students for assessment purposes.
 - d. Reinforces correct responses/performances.
 - e. Provides corrective feedback/clarifies, or none needed.
 - f. Reteaches, or none needed.
- Domain II Classroom Management and Organization
- Criterion 3. Organizes materials and students
- Indicator
- a. Secures student attention, or students are attentive.
 - b. Uses administrative procedures and routines which facilitate instruction.
 - c. Gives clear administrative directions for classroom procedures or routines, or none needed.
 - d. Maintains seating arrangements grouping appropriate for the activity and the environment.
 - e. Has materials, aids and facilities ready for use.
- Criterion 4. Maximizes amount of time available for instruction
- Indicator
- a. Begins promptly/Avoids wasting time at the end of the instructional period.
 - b. Implements appropriate sequence of activities.
 - c. Maintains appropriate pace.
 - d. Maintains focus.
 - e. Keeps students engaged.
- Criterion 5. Manages student behavior
- Indicator
- a. Specifies expectations for class behavior, or none needed.

- b. Uses techniques to prevent off-task behavior, or none needed.
- c. Uses techniques to redirect/stop inappropriate/disruptive behavior, or none needed.
- d. Applies rules consistently and fairly, or none needed.
- e. Reinforces desired behavior when appropriate.

Domain III. Presentation of Subject Matter

Criterion 6. Teaches for cognitive, affective and/or psychomotor learning

- Indicator
- a. Begins instruction/activity with an appropriate introduction.
 - b. Presents information in an appropriate sequence.
 - c. Relates lesson content to prior or future learning.
 - d. Provides for definition of concepts and description of skills and/or attitudes and interests.
 - e. Provides for elaboration of critical attributes of concepts, skills and/or attitudes and interests.
 - f. Stresses generalization, principle or rule as a relationship between or among concepts, skills or attitudes/interests.
 - g. Provides opportunities for application.
 - h. Closes instruction appropriately.

Criterion 7. Uses effective communication skills

- Indicator
- a. Makes no significant errors.
 - b. Explains content and/or learning tasks clearly.
 - c. Stresses important points and dimensions of content.
 - d. Uses correct grammar.
 - e. Uses accurate language.
 - f. Demonstrates skill in written communication.

Domain IV. Learning Environment

Criterion 8. Uses strategies to motivate students in learning

- Indicator
- a. Relates content to student interests/experiences.
 - b. Emphasizes the value/importance of the activity or content.
 - c. Reinforces/Praises learning efforts of students.
 - d. Challenges students.

Criterion 9. Maintains supportive environment

- Indicator
- a. Avoids sarcasm and negative criticism.
 - b. Establishes climate of courtesy and respect.
 - c. Encourages slow and reluctant student.

- d. Establishes and maintains positive rapport with student.

Domain V.

Professional Growth and Responsibilities

Criterion 10. Plans for and engages in professional development

- Indicator
 - a. Shows progress in completing professional growth requirements as agreed upon with appraise(s), or none needed.
 - b. Stays current in content taught.
 - c. Stays current in instructional methodology.

Criterion 11. Interacts and communicates effectively with parents

- Indicator
 - a. Initiates communications with parents about student performance and/or behavior, when appropriate.
 - b. Conducts parent-teacher conferences in accordance with local district policy.
 - c. Reports student progress to parents in accordance with local district policy.
 - d. Maintains confidentiality unless disclosure is required by law.

Criterion 12. Complies with policies, operating procedures and requirements

- Indicator
 - a. Follows statutory and Oregon Department of Education rules.
 - b. Follows district and campus policies and procedures.
 - c. Performs assigned professional duties.
 - d. Follows district promotion/retention policy and procedures.

Criterion 13. Promotes and evaluates student growth

- Indicator
 - a. Participates in campus goal-setting for student progress.
 - b. Plans instruction in accordance with district requirements.
 - c. Documents student progress.
 - d. Maintains accurate records.
 - e. Reports student progress at appropriate intervals.

TEACHER OBSERVATION

Name: _____ Date: _____

Classification: _____ Time: _____

Grade Level: _____ Subject Observed: _____

Observer: _____

Goals

The goals of the classroom observation instrument are to assist teachers in improving their performance and to aid administrators in the evaluation of staff.

Definitions

“Meets District Expectation” - The observer determined that the teacher’s performance was at a level expected of an experienced, well-trained teacher in the Umatilla School District.

“Needs Improvement” - The observer determined that a discrepancy existed between the expected level of performance of an experienced, well-trained teacher in the Umatilla School District.

Directions

Each sub statement is to be checked as “Meeting District’s Expectations” or “Needs Improvement.”

The observer will provide written comments appropriate to the observation. An item marked “Needs Improvement” will be explained, including a statement of corrective action.

	Meets District Expectations	Needs Improvement
Instructional Strategies		
1. Provides opportunities for students to participate actively and successfully.	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluates and provides feedback on student progress during instruction.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Classroom Management and Organization

- | | | |
|--|--------------------------|--------------------------|
| 3. Organizes materials and students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Maximizes amount of time available for instruction. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Manages student behavior. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Presentation of Subject Matter

- | | | |
|--|--------------------------|--------------------------|
| 6. Teaches for cognitive, affective and/or psychomotor learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Uses effective communication skills. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Learning Environment

- | | | |
|--|--------------------------|--------------------------|
| 8. Uses strategies to motivate students in learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Maintains supportive environment. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Professional Growth and Responsibilities

- | | | |
|--|--------------------------|--------------------------|
| 10. Plans for and engages in professional development. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Interacts and communicates effectively with parents. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Complies with policies, operating procedures and requirements. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Promotes and evaluates student growth. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Observer's Overall Comments:

Teacher's Acknowledgment: _____ Date: _____

Observer's Signature: _____ Date: _____

PERFORMANCE GOAL SETTING

Employee: _____ Evaluator

1. What desired change or inquiry do you want to achieve? (Identify performance to be checked or acquired.)
2. What action will you need? (Specify the conditions.)
3. What resources will you need? (Example: time, materials, training, supervision, etc.)
4. What indicators will you use to assess achievement of the performance goal?
5. When should the target be completed? (Timeline)

- a. Change or Inquiry Desired: _____

- b. Action: _____

- c. Resources Needed: _____

- d. Indicators: _____

- e. Timeline: _____

Employee's response, if desired:

This is to certify that I have read and discussed the above performance goals.

Employee's Signature: _____ Date: _____

CLASS OBSERVATION PRECONFERENCE FORM

Teacher: _____ Evaluator: _____

Date and Time of Visit: _____ Subject Taught: _____

1. Objective(s) of the lesson:

2. Procedure(s):

3. Teacher's plan to evaluate student achievement objective(s):

4. Specific request for observation; e.g., skills, techniques, student interaction, etc:

5. Other information necessary or pertinent to understand the lesson:

UMATILLA SCHOOL DISTRICT
Coach Evaluation

Season _____

Coach's Name: _____ Assignment: _____
Years in present coaching assignment _____

Part I

Coach's self-evaluation: (To be completed prior to start of coaching assignment.)

1. Personal goals and/or program goals relating to your coaching assignment: _____

2. Accomplishments: In relationship to personal or program goals listed prior to start of season. (To be completed at the conclusion of your coaching assignment.) _____

Part II

Athletic director's evaluation (To be completed subsequent to the coaching assignment then reviewed with the coach.) (Ranking: 1 High - 5 Low)

1. Administration
 - a. Care of equipment (issue, inventory, cleaning, etc.) 1 2 3 4 5
 - b. Organization of staff. 1 2 3 4 5
 - c. Organization of practices. 1 2 3 4 5
 - d. Communication with coaches. 1 2 3 4 5
 - e. Adherence to district and school philosophy and policies (eligibility reports, inventories, budgets, rosters, insurance forms, and follow-up scores reported). 1 2 3 4 5

2. Skills
 - a. Knowledge of fundamentals. 1 2 3 4 5

- b. Presentation of fundamentals. 1 2 3 4 5
- c. Conditioning. 1 2 3 4 5
- d. Game preparation. 1 2 3 4 5
- e. Prevention and care of injuries (follow-up with parents). 1 2 3 4 5

3. Relationships

a. Enthusiasm

- (1) For working with students. 1 2 3 4 5
- (2) For working with staff (support of other programs). 1 2 3 4 5
- (3) For working with academic staff. 1 2 3 4 5
- (4) For the sport itself. 1 2 3 4 5

b. Discipline

- (1) Firm but fair. 1 2 3 4 5
- (2) Consistent. 1 2 3 4 5

c. Communication with players

- (1) Individual. 1 2 3 4 5
- (2) As a team. 1 2 3 4 5

4. Performance

- a. Appearance of team on the field or floor. 1 2 3 4 5
- b. Execution of the team on the field or floor. 1 2 3 4 5
- c. Attitude of the team. 1 2 3 4 5
- d. Conduct of coach during contests. 1 2 3 4 5

5. Self-Improvement

- a. Attends in-district meetings and clinics. 1 2 3 4 5
- b. Attends out-of-district clinics. 1 2 3 4 5

6. Supervisor's Comments: (Strengths, weaknesses, prescribed improvement)

Principal's Signature: _____

Athletic Director's Signature: _____

Coach's Signature: _____

Recommendations:

1. Renewal of Contract
2. Place on Probation
3. Non-Renewal of Contract

Copy to: Principal
Athletic Director
Coach