

*NEW BUFFALO AREA SCHOOLS*

PROFESSIONAL  
DEVELOPMENT  
AND  
APPRAISAL  
PLAN

*“The Right Choice for Today’s  
Education”*

## FOREWORD

The framework for Professional Development and Appraisal Plan is a collaboration between the New Buffalo 5-C Education Association, school administrators and the Board of Education. In determining the direction of our system, the committee reviewed the following models:

Framework for Effective Teaching developed by the East Grand Rapids Public Schools in consultation with nationally recognized authorities in the field of effective teaching research.

360° Degree Feedback developed by Richard Manatt of Iowa State.

Wyoming Public Schools Teacher Evaluation System

Wayne-Westland Public Schools Teacher Evaluation System.

As we completed our review, it became very obvious the Framework for Effective Teaching model from East Grand Rapids most closely matched our beliefs and we are very grateful for their efforts and willingness to share.

We greatly appreciate the efforts of these professionals and their willingness to share their work with us. In a single document, with the goal of continuously improving instruction, we have attempted to express what we believe effective teachers do in their classrooms and what the most recent research reflects.

As with any document, it is of paramount importance that continued review and modification are necessary to ensure it reflects our best and most current thinking on teaching and learning.

### COMMITTEE MEMBERS

2003-2004

Kristi Artz  
Ron Hart  
Bob Heit  
Judy Lamport  
Mike Lindley  
Pam Roberts  
Kathy Stout  
Sharon Wismer  
Suzanne Cramer

### COMMITTEE MEMBERS

2007-2008

Wayne Butler  
Ron Hart  
Shirley Hoag  
Melissa Lijewski  
Mike Lindley  
Linda Magro  
Erika Milovich  
Susan Pagen

## **PURPOSE**

The purposes of the Professional Development and Appraisal Plan are to assess performance, to provide for the improvement of instruction, to determine adherence to standards, to promote or direct professional growth, and to provide a basis for employment decisions.

## **BELIEF STATEMENTS**

The Professional Development and Appraisal Plan is a process:

- to improve instruction
- establishing written professional standards
- that is non-threatening and positive in focus
- allowing for subject, grade and role differences
- emphasizing individual strengths
- using individualized goal setting to facilitate professional growth
- using cooperation and collaboration
- including a pooled professional judgment approach
- providing support, training, and resources
- based on research, learning theory, and expert opinion
- supporting building and district school improvement plans
- including data collection from a variety of sources
- containing a clinical observation model to focus on formative evaluation
- providing some narrative reporting
- including plans for non-tenured certified staff, tenured certified staff, and certified staff assigned an assistance plan
- supporting participation in continuous professional development

The Professional Development and Appraisal Plan is not:

- an attempt to prescribe one way for all New Buffalo Area School's teachers to teach
- an outline of elements of instruction that are expected every day in every lesson and in the same order in which they appear in the Professional Standards
- a checklist to be used to assess teacher performance

# PROFESSIONAL STANDARDS FOR EFFECTIVE TEACHING

## STANDARD I CLASSROOM ENVIRONMENT

### Classroom Environment

An effective teacher:

Establishes an environment that focuses on student learning

- creates and encourages high expectations
- promotes creativity and discovery
- transitions from one activity to another efficiently
- students establish and achieve goals
- promotes self directed learning

Establishes appropriate classroom rules and expectations consistent with building and district policies:

- communicates standards of conduct to all students
- reinforces positive student behavior in a consistent manner
- demonstrates fairness, consistency, respect, empathy, and firmness in the handling of student problems
- responds to student discipline timely, appropriately, and respectfully
- incorporates appropriate student input

Establishes an effective classroom climate:

- responds to the individual differences of each student
- helps students develop self-esteem
- encourages and promotes acceptance of racial, ethnic, religious, gender, and cultural differences
- encourages and promotes acceptance of intellectual and physical differences

Organizes classroom space to support a safe and orderly environment.

## STANDARD II PREPARATION AND PLANNING

The effective teacher plans for student learning.

Demonstrates knowledge of student:

- understands characteristics of age group
- shows an awareness of students' interests
- knows students' skills and abilities

Shows depth of content knowledge:

- connects content knowledge to authentic settings
- integrates content with other disciplines

Develops lesson in a clear and logical manner:

- plans a variety of approaches to teaching and learning
- plans for cognitive levels of learning (knowledge, comprehension, application, analysis, synthesis, evaluation)
- plans lesson and unit structure based on district curriculum
- demonstrates clear purpose and objectives
- relates new information to previous learning experiences

Demonstrates knowledge of resources:

- uses a variety of resources that assists student learning
- selects appropriate visual, auditory, and hands-on activities
- uses technology to enhance student achievement.

### **STANDARD III INSTRUCTION**

An effective teacher:

Demonstrates clearly defined objectives based on district curriculum, state standards and student needs.

Uses a variety of instructional methods:

- demonstrates best practices
- stimulates creative and critical thinking

Creates expectations for *all* students to participate and demonstrate understanding:

- elicits responses equitably from all students
- asks clearly stated questions and allows appropriate response time
- supports student-initiated learning

Uses differentiated instructional methods to maximize student learning:

- instructs to a variety of learning styles
- teaches to a variety of cognitive levels
- integrates resources and technology

## **STANDARD IV COMMUNICATION AND PROFESSIONAL RESPONSIBILITIES**

An effective teacher:

- establishes positive relationships with students, families and colleagues
- maintains instructional and non-instructional records
- fulfills professional responsibilities
  - adheres to school policies
  - contributes to the school improvement process
  - conducts self as an appropriate role model
  - meets professional obligations, as defined in the New Buffalo Area Schools' contract and building staff handbooks
- participates in life-long learning activities (staff development, continuing educational opportunities)
  - improves teaching through reflection
  - actively shares knowledge and experience with colleagues

## **STANDARD V ASSESSMENT**

The effective teacher uses assessment to provide feedback to students, design future instruction, and monitor progress toward curriculum goals.

\*Uses a variety of assessments to evaluate both individual and collective student progress on a continuous basis:

- utilizes classroom and common assessments that reflect the goals and format of national, state, and local standards
- utilizes teacher-developed, student-generated, and standardized assessments to monitor learning
- utilizes performance and product assessment; such as, common writing assessment
- utilizes alternative assessment to differentiate cognitive levels of learning

Communicates to students and families progress towards achievement of district standards.

Interprets both formal and informal assessments to modify instructional decisions:

- checks for understanding in class on group and individual level
- uses assessment data to effectively plan learning activities
- interprets and analyzes standardized test scores to improve teaching strategies

**INITIAL  
STAFF  
DEVELOPMENT**

**PLAN I**

## **INITIAL STAFF DEVELOPMENT**

### **YEARS ONE AND TWO**

Required activities for beginning teachers include:

#### An Initial Staff Development Meeting

Prior to October 1, a building administrator will meet with all non-tenured teachers as a group to review the Initial Staff Development expectations, professional portfolio collections and evaluation timelines. At this time, the administrator will provide teachers with copies of all evaluation forms. It is recommended, if applicable, that mentors participate.

#### An Individual Development Plan (Appendix A)

A building administrator will meet with each teacher to develop an Individual Development Plan based on the Standards for Effective Teaching.

#### Formal Observations

First and second year probationary teachers shall be observed at least four times consisting of at least two observations during the first trimester and at least two observations during the second trimester.

Each of these Observations will have a pre-observation conference, preferably 2-5 days before the observation. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences. (Pre-observation form – Appendix B) For all probationary teachers, the first and last observation shall be at least sixty (60) days apart.

One of the formal observations will be of an extended duration. At the elementary level, this two or three hour observation will include classroom management and transition procedures. At the secondary level, the administrator shall make every effort to observe the same class period across consecutive days. The observation dates will be reviewed in the pre-conference. (Classroom observation form – Appendix C)

The other formal observations will be a minimum of 40 minutes at the elementary level or one class period at the secondary level. Additional formal observations may be scheduled at the discretion of the administrator.

A post-observation conference must be conducted ASAP, not to exceed ten working days of each of the observations. The purposes for the post-observation conferences are to:

- review the lesson(s) with a focus on student learning

- reinforce the strengths of the teaching performance
- identify areas for improvement
- provide specific feedback on classroom management
- review the professional development portfolio
- direct the new teacher toward relevant professional development opportunities
- provide opportunities for self-reflection
- (Post observation form – Appendix D)
- Evaluation forms will be completed by the administrator following the conference with the teacher. (See Appendix E)

The administrator will make informal observations during the year which will be used as sources of information for the summative evaluation.

### Informal Observations

Informal observations may occur at any time and be both planned or unplanned. However, whenever a concern is observed, unless that concern is brought to the attention of the teacher within five (5) school days, the concern shall not appear in a summative evaluation.

### A Professional Teaching Portfolio

A cumulative collection of teacher-created artifacts will be created and maintained by the probationary teacher for years one and two. Teachers may build on existing portfolios. The beginning teacher stands to gain from this collection in that it can serve as a catalyst for substantive growth in one's teaching philosophy, methods and goals. Also, the collection will provide administrators with concise, selective, evidence-based information from a wide variety of sources. This gives the novice instructor a highly individualized, credible and factual document for the purpose of evaluation. The administrator and mentor will discuss the collection with the teacher before the first of February for review at the end of the first school year. During the second year, the collection will be reviewed at the end of January and again at the end of the school year. If mutually agreed, a third or fourth year teacher may use an artifact conference in lieu of an unscheduled observation. Some examples for inclusion in the collection of artifacts may be: graphic organizers, reading lists, student handouts, descriptions of learning units, behavioral plans, relevant workshops attended, rubrics, student assessments, letters to parents, field trip documentation, and others. The end product shall not be evaluated as a separate entity, but shall serve only to give all parties a glimpse into the teacher's overall professional development process.

### A Mentor

Working jointly, the administration and association will team the probationary teacher with an appropriate tenured teacher for the mentoring process. The mentor/mentee relationship will continue through year three for new teachers and through year one for experienced teachers new to the district. The role of the teacher mentor is to guide and support the new teacher through the probationary period. Mentor relationships will be reviewed annually to help assure an

appropriate match. Time should be created to allow the mentee to observe the mentor.

#### Additional Data Collection: Journals

All first and second year teachers must keep a continuing journal containing their feelings, reactions and reflections regarding their own professional growth and development. Journal entries should include various aspects of professional development, and may be in the form of brief notes to oneself regarding the success of a lesson, modified behavioral plans for individual students, ideas for future lessons, and interactions with students, parents, and other staff members. Journal entries need not be daily, and should reflect what is relevant to the teacher's unique experience.

The journals will be discussed with the teacher's mentor and a mentee-created summary will be discussed as part of the individual teacher's IDP.

### **INITIAL STAFF DEVELOPMENT**

#### **YEARS THREE AND FOUR**

The required activities for probationary teachers after the initial two years will include:

##### An Individual Development Plan

For years three and four, the teacher and administrator will review and revise the Individual Development Plan. The focus of this Plan will be in the areas specified in the Standards for Effective Teaching. (page 5)

##### Formal Observations

Third and fourth year probationary teachers shall be observed at least two (2) times consisting of at least one (1) observation during the first trimester and one (1) observation during the second trimester. For all probationary teachers, the first and last observation shall be at least sixty (60) days apart. Each of these observations will have a pre-observation conference preferably 2-5 days before the observation. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences. At least one of the formal observations will be conducted before the end of January- Additional formal observations may be scheduled at the discretion of the administrator. (Appendix B and C)

A post-observation conference must be conducted ASAP, not to exceed ten working days of each of the observations. The purposes for the post-observation conferences are to:

- review the lesson(s) with a focus on student learning
- reinforce the strengths of the teaching performance
- identify areas for improvement
- provide specific feedback on classroom management
- review the professional development portfolio, if appropriate
- direct the new teacher toward relevant professional development opportunities
- provide opportunities for self-reflection

Evaluation forms will be completed by the administrator following the conference with the teacher. (See Appendix D)

The administrator will make informal observations during the year which will be used as sources of information for the summative evaluation. (Appendix E)

### Informal Observations

Informal observations may occur at any time and be both planned or unplanned. However, whenever a concern is observed, unless that concern is brought to the attention of the teacher within five (5) school days, the concern shall not appear in a summative evaluation.

### A Mentor

Throughout year three, the mentor/mentee relationship will continue for teachers in their first three years of teaching. The mentor's role will be to guide and support the teacher as needed.

# **PROFESSIONAL GROWTH**

## **PLAN II**

## **PLAN II PROFESSIONAL GROWTH**

### **Purpose:**

From the beginning of the first tenure year and continuing throughout the teacher's professional career, the teacher and administrator work collaboratively to ensure the strengthening of the Standards. There are two major components to this process: Demonstration of Standards for Effective Teaching and Continued Professional Growth Plan. During years two and/or three, between summative evaluations, teachers may elect to implement a Professional Growth Plan.

- 1) **Demonstration of Standards for Effective Teaching:** Demonstration of the Standards is an ongoing process and is assessed by the administrator through formal and informal classroom observations and other school settings, i.e., faculty meetings, committee work, inservice training, parent conferences, parent communications, and/or co-curricular activities. The administrator or the teacher may arrange for a conference to discuss performance related to the Standards as needed. The procedures are the same as Years Three and Four and shall meet the criteria set forth in Article VIII of the Master Agreement. \*Each tenure teacher shall receive a written summative evaluation at least once every three years. Failure to do so shall result in a conclusion of "satisfactory" service.
  
- 2) **Continued Professional Growth Plan:** Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan that will meet those goals. Each teacher is held accountable to the Standards; therefore, the Professional Growth Plan must reflect the Standards and building and district goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth.

A teacher earning tenure status has met the criteria established by Michigan law and demonstrates the Standards for Effective Teaching adopted by the Board of Education of New Buffalo Area Schools.

## PROFESSIONAL GROWTH PLAN COMPONENTS

Plan may continue for 1 or 2 years

Goals: Goals should reflect building or district goals which result in the continuous improvement of student learning. *The goals must be directly linked to the Standards for Effective Teaching as published in this document.*

Individual or Team Professional Participants: Teachers are encouraged to participate as part of a team with grade level colleagues, members of department teams, across schools, or in any combination. Teachers may elect to work individually. In cases of inter-school teams, all administrators of the involved schools participate in the planning.

### Activities/Methods:

Methods/strategies to reach goals could include:

- action research
- peer-coaching
- video taping
- self-assessment
- mentoring
- college courses
- simulations
- workshops
- visitation days
- conferences
- classroom observations
- teacher academies
- development of teaching materials/instructional units/discussion groups
- other

### Indicators of Progress:

- student work portfolios
- professional portfolios
- videotapes of classes
- peer observation
- administrator observation
- parent responses
- written curriculum
- student responses
- statistical measures
- performance assessment
- reflective journal entries
- case study analysis
- benchmarks
- anecdotal records
- other

Teachers in Plan II are encouraged, but not required, to use the 360° forms found in Appendices F-M as needed. Recommended use is once every three years.

The collected materials are the property of the teachers.

Resources: Resources will be formally approved as part of the teacher's Professional Growth Plan and may include:

- classroom materials
- student materials
- journals
- workshops
- resources
- books
- collegial time
- appropriate technology
- mentoring
- collegial support
- release time
- administrative support
- other

Timeline:

*One Year Plan:*

- The teacher(s) will have an initial meeting with the building administrator as early as the spring of the prior year, and no later than November 1, to develop the Professional Growth Plan. Goal Outline Form, Appendix N
- The teacher(s) will have an informal midyear meeting with the building administrator to discuss the progress of the Professional Growth Plan. Appendix O
- The teacher(s) and building administrator will have a concluding meeting during the second semester, prior to June 1, to review the results of the Professional Growth Plan, and complete the Final Summary Form. Appendix P

*Two Year Plan:*

- The teacher(s) will have an initial meeting with the building administrator as early as the spring of the prior year, and no later than December 1, to develop the Professional Growth Plan. Appendix N
- The teacher(s) and building administrator will have a meeting by the end of the second semester of year one, prior to June 1, to document the progress of the Professional Growth Plan. They will complete the Interim Goal Evaluation Form. Appendix O
- The teacher(s) and building administrator will have a concluding meeting during the second semester of year two, prior to June 1, and complete the Final Summary Form. Appendix P

Revisions:

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

**SPECIFIC  
STAFF  
DEVELOPMENT**

**PLAN III**

**PLAN III**  
**SPECIFIC STAFF DEVELOPMENT**

PURPOSE:

The Specific Staff Development Plan will provide a good faith effort to support and guide the teacher to meet the expectations set forth in the New Buffalo Area Schools Standards for Effective Teaching. The Specific Staff Development Plan has three purposes:

- to enable a teacher the opportunity to seek and/or receive assistance in any of the district's Standards for Effective Teaching,
- to provide a more structured process for a tenured teacher who by the determination of the administrative supervisor, may benefit from more support, and/or
- to provide due process for employment decisions.

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the New Buffalo Area Schools Standards for Effective Teaching. This process may begin at any time.

The decision regarding implementation should be collaborative, but may be directive. Plan III, Specific Staff Development, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Plan, confidentiality is expected of all participants. Plan III consists of three phases:

1. Awareness Phase,
2. Assistance Phase, and
3. Final Summary Phase

The distinct differences between the Awareness Phase and the Assistance Phase are the length of time and the intensity of each phase.

**PLAN III – SPECIFIC STAFF DEVELOPMENT**  
**AWARENESS PHASE**

1. The administrator or the teacher identifies a concern in writing.  
(Identification of Awareness Phase Form, Appendix Q)
2. The administrator and the teacher set up a specific time to collaborate per the Master Agreement and attempt to resolve the concern.
3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:

- The teacher returns to Plan I or Plan II, Professional Growth, or
- In the event the concern is not resolved or is an employment issue, the teacher is placed into either the Assistance or Final Summary Phase. (Final summary Form, Appendix Q)

At this point, the teacher will be advised by the principal to discuss the situation with the NB 5-CEA President or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern.

### **ASSISTANCE PHASE**

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:  
(Plan of Assistance Form, Appendix R)
  - growth-promoting goals that are specific, measurable, action oriented, and realistic
  - strategies for resolution of the concern
  - timelines
  - indicators of progress
  - resources and support needed
3. The administrator and the teacher set up a specific time to review what progress has been made. (Plan of Assistance Progress Form, Appendix S)
4. One of the following recommendations will be made upon reviewing the teacher's progress: (Final Summary Form, Appendix S)
  - The concern is resolved and the teacher is returned to the Professional Growth Plan, or
  - The teacher remains in the Assistance Phase with revised goals and timelines, or
  - The concern is not resolved and the teacher is moved into the Final Summary Phase.

NOTE: Data obtained during the Awareness Phase may not be used in further action against the teacher if the issue is resolved. An exception would be an event or specific data that initiates a move from the Awareness Phase or the Assistance Phase into the Final Summary Phase.

**PLAN III – SPECIFIC STAFF DEVELOPMENT  
FINAL SUMMARY PHASE**

1. The teacher may be placed in the Final Summary Phase because of, but not limited to:
  - failure to meet the Standards for Effective Teaching after being in the Assistance Phase.
  
2. The Final Summary Phase begins with a meeting between the administrator, teacher, and NB 5-CEA President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or MEA representative.
  
3. The administrator will identify in writing the specific Standard(s) not being met. The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
  - a specific remedial plan with timeline
  - requirement of specific training or evaluation by a professional
  - recommendation for non-renewal of contract
  - recommendation for tenure review by the Superintendent and Board of Education (see Appendix T)
  
4. This Final Summary Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Assistance Phase. The Final Summary Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

**PLAN I – INDIVIDUAL DEVELOPMENT PLAN  
TEACHER DEVELOPMENT FORM**

Teacher Development Plan for: \_\_\_\_\_

Teacher Status:      Probationary            1            2            3            4            (Circle year)

Standard(s) Related to Goal (check all that apply):

- Classroom Environment
- Preparation and Planning
- Instruction
- Communication and Professional Responsibilities
- Assessment

Goal:

Purpose of Goal:

Teacher's Plan:

Indicators of Progress:

Administrative Support:



5. What will be the key aspects/steps of this lesson? Are there any activities the students will engage in during this lesson?

6. What teaching strategies/techniques/issues do you want me to concentrate on during the observation for discussion during the post-observation conference?

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Representing Knowledge
- Learning Groups
- Setting Objectives and Providing Feedback
- Generating and Testing Hypothesis
- Cues, Questions, and Advance Organizers
- Other

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**PLAN I – INDIVIDUAL DEVELOPMENT PLAN  
CLASSROOM OBSERVATION FORM**

(Completed by the administrator and discussed with the teacher at the Post-Observation Conference)

Teacher \_\_\_\_\_ School \_\_\_\_\_

Date(s) \_\_\_\_\_ Area/Grade \_\_\_\_\_ Probation 1 2 3 4 (circle year)

Duration of Visit(s) \_\_\_\_\_ Number of Students \_\_\_\_\_

Lesson(s) Observed \_\_\_\_\_

*The Standards for Effective Teaching are the basis for the following comments.*

I. Classroom Environment:

II. Preparation and Planning:

III. Instruction:

IV. Communication and Professional Responsibilities:

V. Assessment:

**POST OBSERVATION CONFERENCE FORM**

Summarize the following areas (use with Appendix C):

Individual Development Plan:

CONFERENCE COMMENTS: (May be completed at the conference or within five (5) working days of the initial conference.)

By the administrator:

By the teacher:

ADMINISTRATOR'S EVALUATION:

- Satisfactory
- Unsatisfactory

See Attachment(s):

Teacher Signature and Date: \_\_\_\_\_

Administrator Signature and Date: \_\_\_\_\_

**PLAN I – INDIVIDUAL DEVELOPMENT PLAN  
SUMMATIVE EVALUATION FORM**

Teacher \_\_\_\_\_

Administrator \_\_\_\_\_ Evaluation Date \_\_\_\_\_

Summarize the following areas:

Standards for Effective Teaching

Classroom Environment:

Preparation and Planning:

Instruction:

Communication and Professional Responsibilities:

Assessment:

**Summative Evaluation Form (continued):**

Summarize the following areas (continued):

Individual Development Plan:

The Professional Teaching Portfolio:

CONFERENCE COMMENTS: (May be completed at the conference or within five (5) working days of the initial conference.)

By the administrator:

By the teacher:

ADMINISTRATOR’S EVALUATION:  
Recommended for continued employment?      Yes                  No      (Circle one)

See attachment(s).

Teacher Signature and Date: \_\_\_\_\_

Administrator Signature and Date: \_\_\_\_\_

**Parent Feedback to Teachers**

School: \_\_\_\_\_

Teacher name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Direction: The statements below are designed to find out your feelings about your child's teacher. Please answer all of the statements.

- 1 = Never
- 2 = Not often
- 3 = Sometimes
- 4 = Usually
- 5 = Almost Always
- 6 = Do not know

Communication:

	1	2	3	4	5	6
1. The teacher is available to meet with me about my child.	0	0	0	0	0	0
2. The teacher communicates openly, honestly, and frankly with my child and me.	0	0	0	0	0	0
3. The teacher responds to my communications in a timely manner.	0	0	0	0	0	0
4. The teacher keeps me informed of classroom activities and student progress.	0	0	0	0	0	0
5. I am satisfied with the opportunities I have for input and involvement in classroom activities.	0	0	0	0	0	0

Comments:

Classroom Environment:

	1	2	3	4	5	6
6. Discipline and educational programs are <u>administered</u> fairly and consistently in the classroom.	0	0	0	0	0	0
7. The teacher creates a feeling of unity and enthusiasm in the classroom.	0	0	0	0	0	0
8. The teacher treats all students fairly.	0	0	0	0	0	0
9. The teacher is concerned about my child as an individual.	0	0	0	0	0	0

<u>Classroom Environment, continued:</u>	1	2	3	4	5	6
10. The teacher encourages tolerance and cooperation.	0	0	0	0	0	0
11. The teacher helps motivate my child to work to his/her potential.	0	0	0	0	0	0
12. My child's classroom is orderly and safe.	0	0	0	0	0	0

Comments:

Curriculum and Instruction

13. The classroom curriculum is appropriate for my child.	0	0	0	0	0	0
14. The teacher holds a high expectation for my child's learning.	0	0	0	0	0	0
15. I know what is expected of my child.	0	0	0	0	0	0
16. My child likes to go to school.	0	0	0	0	0	0

Comments:

Assessment and Evaluation

17. I am satisfied with the extent the teacher evaluates my child's progress.	0	0	0	0	0	0
18. The teacher teaches my child in the manner in which my child best learns.	0	0	0	0	0	0

Comments:

Homework

19. My child should have homework.	0	0	0	0	0	0
20. My child is given an appropriate amount of homework to help my child succeed.	0	0	0	0	0	0
21. My child's homework is meaningful and helps him/her to succeed.	0	0	0	0	0	0
22. My child has _____ hours of homework each night.						

Comments:

**TEACHER-TO-TEACHER FEEDBACK**

Name of teacher being rated: \_\_\_\_\_

Rating Scale:

1=Never

2=Sometimes

3=Usually

4=Do Not Know

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1. Develops and maintains positive relations with students.	1	2	3	4
2. Willingly shares successful teaching techniques/materials.	1	2	3	4
3. Maintains confidentiality in sensitive manners.	1	2	3	4
4. Cooperates with parents in the best interest of the student.	1	2	3	4
5. Creates a classroom environment that promotes learning.	1	2	3	4
6. Maintains a positive attitude.	1	2	3	4
7. Develops and maintains cooperative relations with colleagues.	1	2	3	4
8. Willing to accept professional responsibilities.	1	2	3	4
9. Conducts self in professional manner.	1	2	3	4

**K-5 TEACHER SELF-EVALUATION**  
 Rate your performance on the following items:

1=Never	2=Sometimes	3=Usually	4=Do Not Know
1. I make the school day interesting for my students	1	2	3 4
2. I give my students enough time to do their work.	1	2	3 4
3. My students pay attention in class.	1	2	3 4
4. Discussions in my class are about lessons being studied.	1	2	3 4
5. The work in my class is of appropriate difficulty for students.	1	2	3 4
6. I give my students homework.	1	2	3 4
7. I come to class on time.	1	2	3 4
8. I require that students follow the rules.	1	2	3 4
9. Even when I am not watching, my students work in this class.	1	2	3 4
10. Students can get help from me when they need it.	1	2	3 4
11. Students remain on task when working independently.	1	2	3 4
12. I tell students where they can find more information to help them learn about the lesson.	1	2	3 4
13. I am prepared for class when it is time to begin.	1	2	3 4
14. I provide students with clear expectations.	1	2	3 4
15. I give students interesting work if they finish their work before class is over.	1	2	3 4
16. I scaffold lessons when needed.	1	2	3 4
17. I give students work back quickly.	1	2	3 4
18. I tell my students what new things they can learn in each lesson.	1	2	3 4
19. I integrate district-wide professional development theories and strategies in my classroom.	1	2	3 4
22. I incorporate writing across the curriculum.	1	2	3 4
23. Core Democratic values are an integral part of Social Studies.	1	2	3 4

**6-8 TEACHER SELF-EVALUATION**

Rate your performance on the following items:

1=Never	2=Sometimes	3=Usually	4=Do Not Know	
1. I make class work interesting.			1	2 3 4
2. I am fair with all students.			1	2 3 4
3. I maintain discipline in the classroom.			1	2 3 4
4. I am well prepared for my class.			1	2 3 4
5. I give assignments related to the subjects we are studying.			1	2 3 4
6. My students and I discuss and summarize each lesson just studied.			1	2 3 4
7. I ensure that our discussions focus on the topic of the lesson.			1	2 3 4
8. I like it when students ask questions.			1	2 3 4
9. My students have adequate time in which to complete their work.			1	2 3 4
10. I begin lessons by explaining what we are going to do and why we are going to do it.			1	2 3 4
11. I ask questions in class to see if my students understand what has been taught.			1	2 3 4
12. I explain new ideas in a way that is easy to understand.			1	2 3 4
13. I monitor students' work, as they are doing it, to see if they understand the lesson.			1	2 3 4
14. I am very knowledgeable about the subject I teach.			1	2 3 4
15. I have work prepared for students to do if they complete their assignment before class is over.			1	2 3 4
16. I often use teacher-made materials and worksheets for my students to use.			1	2 3 4
17. I give tests and quizzes.			1	2 3 4
18. I return tests and assignments quickly.			1	2 3 4
19. I use a variety of classroom activities and resources.			1	2 3 4
20. I integrate district-wide professional development theories and strategies in my classroom.			1	2 3 4
21. I incorporate writing across the curriculum.			1	2 3 4
22. My assessments are aligned to intended learning outcomes.			1	2 3 4

9-12 TEACHER SELF-EVALUATION

Rate your performance on the following items:

	1=Never	2=Sometimes	3=Usually	4=Do Not Know
1. I make class work interesting.	1	2	3	4
2. I ask questions in class to see if the students understand what has been taught.	1	2	3	4
3. I give assignments related to the subject we are studying.	1	2	3	4
4. My students and I discuss and summarize each lesson just studied.	1	2	3	4
5. I maintain discipline in my classroom.	1	2	3	4
6. I return tests and assignments quickly	1	2	3	4
7. I give students feedback about their performance.	1	2	3	4
8. I am very knowledgeable about the subject(s) I teach.	1	2	3	4
9. I assign homework that helps students to learn the subject being taught.	1	2	3	4
10. I use a variety of classroom activities and resources.	1	2	3	4
11. I use films or videotapes for students to watch that help them learn about the subject they are studying.	1	2	3	4
12. I integrate library/media materials that will help them learn about the subject that they are studying.	1	2	3	4
13. I am well organized.	1	2	3	4
14. I like it when students ask questions.	1	2	3	4
15. I have students work in different groups depending upon the activity in which they are involved.	1	2	3	4
16. I encourage students to look at problems in new ways and to find new ways to solve problems.	1	2	3	4
17. I am available to help students during class time and other times during the day.	1	2	3	4
18. I monitor student work, as they are doing it, to see if they understand the lesson.	1	2	3	4
19. I integrate district-wide professional development theories and strategies in my classroom.	1	2	3	4

**STUDENT FEEDBACK TO TEACHERS  
GRADES 4-12 QUESTIONNAIRE**

NOTE TO STUDENTS: Please remember that completing this form is voluntary. You may keep this form if you decide not to participate.

DIRECTIONS: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please answer all the statements. Students are not to ask any questions during the survey.

1=Never	2=Sometimes	3=Usually	4=Do Not Know
1. My teacher makes class work interesting.			1 2 3 4
2. My teacher asks questions to see if we understand what has been taught.			1 2 3 4
3. My teacher gives assignments related to the subject we are studying.			1 2 3 4
4. We discuss and summarize each lesson we have just studied.			1 2 3 4
5. My teacher maintains discipline in our classroom.			1 2 3 4
6. My teacher returns tests and assignments quickly.			1 2 3 4
7. My teacher gives me feedback about my performance.			1 2 3 4
8. My teacher knows a lot about this subject.			1 2 3 4
9. My homework helps me to learn the subject being taught.			1 2 3 4
10. My teacher uses a variety of classroom activities and resources.			1 2 3 4
11. The films and videotapes we watch help us learn about the subject we are studying.			1 2 3 4
12. My teacher integrates library/media materials that will help us learn about the subject we are studying.			1 2 3 4
13. My teacher is well organized.			1 2 3 4
14. My teacher likes it when we ask questions.			1 2 3 4
15. We work in different groups depending upon the activity in which we are involved.			1 2 3 4
16. My teacher encourages us to look at problems in new ways and find new ways to solve problems.			1 2 3 4
17. My teacher is available to help me during class time and other times during the school day.			1 2 3 4
18. My teacher looks at our work, as we are doing it, to see if we understand the lesson.			1 2 3 4

HIGH SCHOOL COUNSELOR ASSESSMENT

Rating Scale:				
1=Never	2=Sometimes	3=Usually	4=Do Not Know	
1. My counselor treats me courteously, fairly and respectfully.	1	2	3	4
2. My counselor encourages me to explore ways to achieve my goals.	1	2	3	4
3. My counselor demonstrates concern about my courses and grades.	1	2	3	4
4. My counselor responds to my request for appointments in a timely fashion.	1	2	3	4
5. My counselor encourages me to feel good about myself.	1	2	3	4
6. My counselor is available to help me.	1	2	3	4
7. When I have a question, concern, or problem my counselor helps me.	1	2	3	4
8. I have been given useful information about colleges and/or careers.	1	2	3	4
9. My counselor helps me select and understand school courses and graduation requirements.	1	2	3	4
10. My counselor encourages me to be successful and take responsibility for myself.	1	2	3	4

Please respond to each of the following questions.

1. Do you use Guidance computers, books and files?  
\_\_\_\_\_
2. Would you like to spend more time with your counselor?  
\_\_\_\_\_
3. How many times have you seen your counselor this year?  
\_\_\_\_\_
4. What changes would you like to see in Guidance?  
\_\_\_\_\_
5. Has the counseling department helped you meet your postgraduate needs?  
\_\_\_\_\_
6. What can we do to better meet your needs?  
\_\_\_\_\_

*Comments:*

**COUNSELOR FEEDBACK  
GRADES 3-8**

Name of counselor being rated: \_\_\_\_\_

Rating Scale:

1=Never 2=Sometimes 3=Usually 4=Do Not Know

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. My counselor works with all students.   | 1 | 2 | 3 | 4 |
| 2. My counselor is well prepared.  | 1 | 2 | 3 | 4 |
| 3. My counselor is available to help me during class time and other times during the school day. | 1 | 2 | 3 | 4 |
| 4. I have learned useful ways to deal with different situations.                                 | 1 | 2 | 3 | 4 |
| 5. My counselor encourages me to feel good about myself.   | 1 | 2 | 3 | 4 |
| 6. My counselor appears to care about my grades.   | 1 | 2 | 3 | 4 |
| 7. My counselor appears to care about my friendships.  | 1 | 2 | 3 | 4 |

COMMENTS:

**PLAN II – PROFESSIONAL GROWTH  
GOAL OUTLINE FORM**

(Completed by teachers who work on an individual plan or work collaboratively as part of a team.)

Teachers	School	Grade/Dept/Team
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plan Start Date \_\_\_\_\_ Midyear Date \_\_\_\_\_ Completion Date \_\_\_\_\_

Standards for Effective Teaching addressed in this plan: *(check all that apply)*:

- Classroom Environment
- Preparation and Planning
- Instruction
- Communication and Professional Responsibilities
- Assessment

Specific Goal(s):

Activities to meet the goals of this plan:

Indicators of progress to be collected:

Resources needed for plan activities:

See attachments.

Teacher(s) Signature and Date:

\_\_\_\_\_

\_\_\_\_\_

Administrator Signature and Date:

\_\_\_\_\_

\_\_\_\_\_

**PLAN II – PROFESSIONAL GROWTH  
INTERIM GOAL EVALUATION FORM**

(Completed by the administrator and teacher at the end of year one of a multi-year plan.)

Teachers

School

Grade/Dept/Team

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plan Start Date \_\_\_\_\_ Midyear Date \_\_\_\_\_ Completion Date \_\_\_\_\_

Standards for Effective Teaching addressed in this plan: *(check all that apply):*

- Classroom Environment
- Preparation and Planning
- Instruction
- Communication and Professional Responsibilities
- Assessment

Project goals accomplished:

Individual activities completed:

Indicators of progress submitted to support individual activities:

Administrator’s comments on progress:

Teacher(s) Signature and Date:

\_\_\_\_\_

\_\_\_\_\_

Administrator Signature and Date:

\_\_\_\_\_

\_\_\_\_\_

**PLAN II – PROFESSIONAL GROWTH**  
**FINAL SUMMARY FORM**

(Completed by teachers, taken to and discussed with the administrator at the final meeting.)

Teachers	School	Grade/Dept/Team
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plan Start Date \_\_\_\_\_ Midyear Date \_\_\_\_\_ Completion Date \_\_\_\_\_

Plan outcomes:

Indicators of progress:

Future considerations:

Teachers' comments:

Administrator's comments:

Administrator's Evaluation:

- Satisfactory
- Unsatisfactory

Teacher(s) Signature and Date:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator Signature and Date:

\_\_\_\_\_

**PLAN III – SPECIFIC STAFF DEVELOPMENT  
AWARENESS PHASE – IDENTIFICATION OF CONCERN FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Check appropriate category(ies):

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Communication and Professional Responsibilities
- V. Assessment
- VI. Other

Specific Concerns:

Next Meeting Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

-----

**AWARENESS PHASE – FINAL SUMMARY FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Specific Concerns:

Administrative Recommendation(s):

- Plan I
  - Plan II
  - Assistance Phase
- Next Meeting Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

**SPECIFIC STAFF DEVELOPMENT PLAN  
ASSISTANCE PHASE – PLAN OF ASSISTANCE FORM**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Check appropriate category(ies):

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Communication and Professional Responsibilities
- V. Assessment
- VI. Other

Specific Concerns:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Attachment: *Standards for Effective Teaching*

**SPECIFIC STAFF DEVELOPMENT PLAN  
ASSISTANCE PHASE – PLAN OF ASSISTANCE PROGRESS FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

- First Meeting
- Second Meeting
- Third Meeting

Attendees:

Plan:

Resources and Strategies Used to Date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concerns:

- Check one:
- Return to Plan I
  - Return to Plan II
  - Final Summary Phase

Next Meeting Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

**SPECIFIC STAFF DEVELOPMENT PLAN  
ASSISTANCE PHASE – FINAL SUMMARY FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Plan:

Check appropriate box:

- Progress is satisfactory. Return to Plan I or Plan II.
- Continue Assistance Plan.
- See below.

Concerns:

Do you recommend continuation in the present assignment? Why or why not?

Do you recommend this teacher for re-employment? Why or why not?

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

**PROBATIONARY TEACHERS**

Public Act 59 amends several sections of Article II of the Teacher Tenure Act relative to probationary teachers.

**Probationary Period:** Under the new law, all new teachers hired after June 11, 1993 will be required to serve a four year probationary period. A board of education does not have an option to shorten or extend this four year probationary period for new teachers working within the same school district. However, a teacher who completes the probationary period in one district and gains tenured status in that district is subject to another two year probationary period if he or she is hired by a different school district. Furthermore, the board of the second district may choose to grant a newly hired tenured teacher immediate tenured status in its district, rather than imposing the second probationary period.

The new four year probationary period does not apply to teachers employed by a school district before June 12, 1993. These teachers are protected by a “grandfather” provision and need only complete the two year probationary period set under the old law, unless the school board exercises its option to place the teacher on a third year of probation. A teacher who acquired tenure before June 12, 1993 and who accepts employment in another school district, is subject to only a one year probationary period in the second district. Again, the second school board may choose to waive the one year probationary period and place the newly hired tenured teacher on immediate tenured status.

**Individualized Development Plan:** Every school board must ensure that each probationary teacher employed for at least a full school year is given an Individualized Development Plan (IDP). The IDP must be developed by appropriate administrative staff in consultation with the probationary teacher. The statute does not require a particular method for developing an IDP.

**Performance Evaluation:** Each probationary teacher also must undergo an annual year end performance evaluation which includes an assessment of the teacher’s progress in meeting the goals set in his or her IDP. The evaluation must be based on at least two classroom observations conducted not less than 60 days apart, unless the teacher and administration mutually agree to a shorter interval between the observations. No specific process is prescribed for conducting evaluations or observations.

Public Act 59 permits a board of education and union to provide for additional performance evaluations and classroom observations in the collective bargaining agreement.

**Noncompliance:** If a school district fails to provide an IDP for, or an annual evaluation of, a probationary teacher as required by Public Act 59, the statute regards the failure as conclusive evidence that the probationary teacher’s performance was satisfactory for that school year.

## TENURED TEACHERS

Public Act 59 amends various provisions in Article III of the tenure law which applies to teachers who have completed their probationary service and are classified as tenured teachers or teachers on continuing tenure.

Evaluations: All tenured teachers must be given a performance evaluation at least once every three years. The evaluation must be based upon at least two classroom observations conducted during the three year period.

If a tenured teacher's evaluation is less than satisfactory, the district must provide that tenured teacher with an Individualized Development Plan (IDP), developed by appropriate administrative staff in consultation with the teacher. The evaluation of a tenured teacher working under an IDP must include an assessment of the teacher's progress in meeting the goals of his or her IDP and must also be based upon at least two classroom observations made during the period covered by the evaluation.

As in the case of probationary teachers, the collective bargaining agreement may require additional evaluations and classroom observations for tenured teachers. The law governing tenured teachers also allows for some flexibility in the method of conducting the mandatory evaluations or developing an IDP when one is required.

Non compliance: The failure to meet the statutory requirements for a triennial evaluation of tenured teachers or an IDP, if necessary, serves as conclusive evidence that the tenured teacher's performance for that entire three year period was satisfactory.

Recall Rights: The 1993 amendments to the Teacher Tenure Act do not alter layoff provisions but modify the recall rights of tenured teachers by imposing time limitations. A tenured teacher who is laid off on or after June 11, 1993 because of a necessary reduction in personnel, has the right of recall until June 12, 1996, even though the 1996 date extends that teacher's recall rights for more than three years from the initial date of layoff.

Incompetency Charges: A former provision of the tenure law requiring that charges related to the "character of professional services" had to be filed against a tenured teacher at least 60 days before the close of the school year, has been eliminated by Public Act 60. Accordingly, charges of incompetency can now be filed at any time in the same way as charges alleging unprofessional conduct or insubordination.

**NEW BUFFALO AREA SCHOOLS  
PROFESSIONAL OBSERVATION AND EVALUATION FORM**

**MEDIA SPECIALIST**

Media Specialist \_\_\_\_\_

Date \_\_\_\_\_

Grade(s) \_\_\_\_\_

Probationary Staff  
Recommendation: \_\_\_\_\_

Building \_\_\_\_\_

Tenure Staff  
Recommendation: \_\_\_\_\_

Observations and other information used to develop this evaluation:

**MEDIA SPECIALIST  
PERFORMANCE RESPONSIBILITIES**

The effective Media Specialist:

1. Implements a carefully planned, organized and well executed acquisition program to strengthen teaching and learning by building a media collection appropriate and parallel with the needs of the curriculum, faculty and the student.
2. Recognizes that by providing the user with convenient and flexible services, his/her attitude will be receptive toward many other constructive experiences a media center can offer.
3. Provides direction in acquiring and strengthening skills in observing, reading, listening and communicating ideas while working with the classroom teachers.
4. Assists the users in mastering the techniques for acquiring knowledge and the skills of critical thinking by providing reference services and instruction in information retrieval in all media formats.
5. Recognizes that attractiveness, room arrangement and neatness of the library contribute to an optimum learning situation. Instructional materials, supplies and equipment need to be readily available and in good working condition with evidence of a system of control.
6. Encourages continuing professional growth of faculty by conveying ideas and information for immediate and practical value that would achieve curriculum objectives.
7. Provides working routines and procedures for daily management, materials, equipment, and activities in the Library Media Center.
8. Maintains sufficient system and order to provide a wholesome and friendly atmosphere by helping students become responsible, productive, and self-disciplined. Help develop in students respect for the rights, properties and opinions of others.
9. Maintains professional and positive interpersonal relationships with all students and remains respectful, interested, helpful, encouraging, and patient with students.
10. Communicates effectively with colleagues, students, parents and administrators about the goals, mission and materials of the media center.
11. Keeps accurate records of expenditures, circulation reports, purchase orders and other applicable reports/records for the Library Media Center.
12. Actively engages in professional development to increase knowledge of available materials and procedures.
13. Provides coordination of services for support staff assigned to media services.

**NEW BUFFALO AREA SCHOOLS  
PROFESSIONAL OBSERVATION AND EVALUATION FORM**

**COUNSELOR**

Counselor \_\_\_\_\_

Date \_\_\_\_\_

Grade(s) \_\_\_\_\_

Probationary Staff  
Recommendation: \_\_\_\_\_

Building \_\_\_\_\_

Tenure Staff  
Recommendation: \_\_\_\_\_

Observations and other information used to develop this evaluation:

**COUNSELOR  
PERFORMANCE RESPONSIBILITIES**

The effective Guidance Counselor:

1. Implements effective counseling techniques to effect change in behavior which will permit the recipient to live a more productive and self-satisfying life.
2. Is aware of and utilizes district resources and community organizations to help students with special needs.
3. Seeks continuously to enhance his/her knowledge of, and competence in, the field of counseling. Ongoing professional growth is held as an important priority.
4. Perceives each student as a unique individual who has a right to acceptance, self-development, self-fulfillment and self-direction and who has a right and responsibility for making decisions and living with the outcome of those decisions. The strength of a guidance program lies in the “one-to-one” relationship between counselor and student.
5. Works to counsel the whole child and recognizes that he/she can have a positive effect on the character development of students. The counselor should assist students to identify and clarify ethical and moral values, e.g., respect for others, honesty, fair play, etc.
6. Establishes a warm, friendly climate in which parents feel that the school and the home form a partnership in educating the student.
7. Works successfully with teachers and other staff members by sharing appropriate student data with them (with regard for the importance of confidentiality), helping identify students with special needs, abilities and interests, assisting teachers in developing specific strategies for dealing with inappropriate student behavior in the classroom and assisting teachers to secure materials and develop procedures for classroom group guidance experience.
8. Adheres to professional counseling ethics as defined by the Michigan Personnel and Guidance Association and the American Psychological Association.
9. Has a thorough knowledge of both curricular and extra-curricular policy and procedures and works with teachers, administrators and students in developing and implementing total school programs.
10. Effectively communicates with students, colleagues, parents, administrators and support staff.
11. Serves as the school/district coordinator of testing.
12. Implements the Berrien County career preparation scheduling model. (High school only.)

**NEW BUFFALO AREA SCHOOLS  
PROFESSIONAL OBSERVATION AND EVALUATION FORM**

**INSTRUCTIONAL LITERACY SPECIALIST**

Inst Lit Spec \_\_\_\_\_

Date \_\_\_\_\_

Grade(s) \_\_\_\_\_

Probationary Staff  
Recommendation: \_\_\_\_\_

Building \_\_\_\_\_

Tenure Staff  
Recommendation: \_\_\_\_\_

Observations and other information used to develop this evaluation:

**INSTRUCTIONAL LITERACY SPECIALIST  
PERFORMANCE RESPONSIBILITIES**

1. Works with teachers in classrooms to implement research based literacy strategies.
2. Models instructional strategies in classroom.
3. Trains teachers with diagnostic, evaluative, interpretive formative assessments.
4. Helps to select instructional materials.
5. Plans and coordinates building activities to enrich literacy and opportunities for students, teachers, and parents.
6. Coordinates formative assessment schedule and assists teachers with the management and interpreting data.
7. Coordinates assessments (DIBELS, Progress Monitoring, DRA2, Common Writing Assessments)
8. Is available to staff and parents for education related purposes outside the instructional day.
9. Coaches teachers and aides to identify and implement appropriate interventions in reading and in writing.
10. Coaches teachers to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school objectives and the needs and abilities of students.
11. Ability to establish and maintain effective relationships with teachers and parents; skill in oral and written communications.
12. Ability to use and integrate technology such as computers, e-mail, Internet, etc. to support student learning and facilitate program management.
13. Provide parents with information and services focusing on the academic needs of the student.
14. Manage and organize the leveled library.

**NEW BUFFALO AREA SCHOOLS  
PROFESSIONAL OBSERVATION AND EVALUATION FORM**

**ACADEMIC TECHNOLOGY COORDINATOR**

Academic Tech Coord \_\_\_\_\_

Date \_\_\_\_\_

Grade(s) \_\_\_\_\_

Probationary Staff  
Recommendation: \_\_\_\_\_

Building \_\_\_\_\_

Tenure Staff  
Recommendation: \_\_\_\_\_

Observations and other information used to develop this evaluation:

**ACADEMIC TECHNOLOGY COORDINATOR  
PERFORMANCE RESPONSIBILITIES**

1. Provide software support and training to administrators and teachers to become self-sufficient in the integration of technology . For the 2008-2009 school year this includes Intelligent Classrooms, SAM, Pinnacle ACT on-line preparation courses, MVHS, Plato, SmartLab, multi-media applications including e-lesson plans, and other software packages purchased by the district.
2. Assist teachers in preparing common assessments for data entry, disaggregation, access, etc.
3. Help staff with troubleshooting technology problems.
4. Provide oversight and support for FTL teachers.
5. Create step-by-step tools to help teachers implement technology.
6. Empower teachers in the use of technology related interventions identified by each building.
7. Provide leadership in identifying and recommending emerging technologies for implementation in the next school year by February of each academic year.
8. Work closely with other technology staff to resolve hardware and software issues.
9. Seek and apply for grants in technology related areas.
10. During the 2008-2009 school year, review our K-12 technology programs, state and national standards, and recommend changes no later than January for the next academic year.
11. Review software purchases requested by staff with other technology staff prior to recommending its purchasing.
12. Review and participate with the technology committee to recommend technologies to expand anytime, anywhere access for parents and students to district programs.
13. Review and evaluate current software applications. Recommend to our technology committee and district administrators the discontinuance of ineffective software. Where applicable, recommend replacement software.
14. Identify and provide coordination for adult learning opportunities using district hardware and software.
15. Provide communication and leadership with our community to create support for our technology mission.
16. Attend monthly district technology committee meetings.
17. Teach computer literacy at the elementary one day per week.

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