APPENDIX III

Criteria for Professional Evaluation and Self-Evaluation

This evaluation instrument is based upon the research-based components of professional practice.

1. Planning and Preparation
   a. Demonstrating Knowledge of Content and Pedagogy
   b. Demonstrating Knowledge of Students.
   c. Selecting Instructional Goals
   d. Demonstrating Knowledge of Resources
   e. Designing Coherent Instruction
   f. Assessing Student Learning

2. The Classroom Environment
   a. Creating an Environment of Respect and Rapport
   b. Establishing a Culture for Learning
   c. Managing Classroom Procedures
   d. Managing Student Behavior
   e. Organizing Physical Space

3. Instruction
   a. Communicating Clearly and Accurately
   b. Using Questioning and Discussion Techniques
   c. Engaging Students in Learning
   d. Providing Feedback to Students
   e. Demonstrating Flexibility and Responsiveness

4. Professional Responsibility
   a. Reflecting on Teaching
   b. Maintaining Accurate Records
   c. Communicating with Families
   d. Contributing to the School and District
   e. Growing and Developing Professionally
   f. Showing Professionalism

Self-evaluation is an integral part of the evaluation procedure. Professional Employees shall evaluate themselves on the research-based components of professional practice. This evaluation may be submitted using the evaluation instrument in Appendix III. However, if the Administrator and the Professional Employee agree this self-evaluation may be submitted in the form of a diary of reflections, in the form of a portfolio, or in any form as agreed upon. This document shall be used by the employee and be submitted during the evaluation conference. The self-evaluation may be included in the evaluation document at the option of the Professional Employee.
## Administration/Professional Employee Evaluation Form

**Summary of Observation and Documentation**

(To be completed by both Building Administrator and Professional Employee)

**Name** ________________________________  **School Year** [Click for year]

**Attendance Center** [Click here to enter location]  **Position**: [Click here to enter position]

**Dates of Observations**

<table>
<thead>
<tr>
<th>1st Choose a date</th>
<th>2nd Choose a date</th>
<th>3rd Choose a date</th>
</tr>
</thead>
</table>

**The performance standards for this instrument are as follows:**

- **Meets District Expectations**
  
  Evidence indicates competency has been consistently demonstrated in an effective and appropriate manner.

- **Does Not Meet District Expectations**
  
  Evidence indicates the competency has been inconsistently demonstrated.

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Meets District Expectations</th>
<th>Does Not Meet District Expectations</th>
</tr>
</thead>
</table>

**Strengths**


**Suggestions for Growth**


### Domain 2: The Classroom Environment

<table>
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<tr>
<th>Meets District Expectations</th>
<th>Does Not Meet District Expectations</th>
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</thead>
</table>

**Strengths**


**Suggestions for Growth**


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2008-2009 Certified Employee Agreement  USD 402
<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
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<tbody>
<tr>
<td>Meets District Expectations ☐</td>
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<td>Strengths</td>
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<table>
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<tr>
<th>Domain 4: Professional Responsibilities</th>
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<tbody>
<tr>
<td>Meets District Expectations ☐</td>
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<td>Strengths</td>
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</table>

Augusta, Kansas
Ratified: July 2008
Summary Statement of Evaluator

Evaluator ____________________________________________________________ Date enter date
Teacher ______________________________________________________________ Date enter date

*Signature on this form signifies knowledge of its content, not necessarily agreement.*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Response from teacher is attached</td>
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<td></td>
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<tr>
<td>Supporting evidence attached</td>
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<tr>
<td>Self-evaluation was completed and discussed</td>
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<td>Self-evaluation is attached</td>
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<td>Profile completed</td>
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<tr>
<td>Profile attached</td>
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Professional Employee – Student Profile

(This page is a required part of the evaluation process and must be completed by the Professional Employee before the evaluation conference. This information will be provided to the Administrator prior to the first classroom visit.)

Professional Employee __________________________ Date Click enter a date.

Grade Levels  Click to enter  Subject(s)  Hour(s)  

Directions to the Professional Employee: Complete these questions with respect to the students you teach. The Building Administrator will provide pertinent information with regards to students with special needs. Professional Employees with more than one class may choose one class on which to focus or combine all classes.

1. How many students are in your class (es)? Click here to enter text.
   Female students’  Click here
   Male students’  click here
   Approximate age range of your students’  Choose item.

2. Approximately how many students have been identified as having the following special needs?
   - ADD/ADHD
   - Blindness or visual impairment
   - Deafness or hard of hearing
   - Development Impairment
   - Giftedness
   - Learning Disability
   - Medical
   - Emotional disability
   - English Proficiency Limited
   - Physical Disability
   - 504 Plan
   - Student Improvement Plan
   - English Proficiency Non-English
   - Other? Please specify

3. Describe how students’ special needs (behavioral, academic, medical, and physical) are met in your class. (e.g. utilization of teaching aides, volunteers, paraprofessionals modifications) List the accommodations that will be implemented for your students (e.g. IEP, 504, SIP, other.)
4. Describe the general instructional levels represented by the students in your class, (e.g. advanced, average, below grade level, mixed.)

5. Describe any special circumstances about your students or your classroom that may impact learning (e.g. religious, cultural, economic, family, others.)

6. Additional comments