

## **TEACHER APPRAISAL INSTRUMENT**

**Our Mission:  
We enable, educate, and empower  
those we serve.**

# Table of Contents

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|  |                    |
|--|--------------------|
| Process Used To Develop The Instrument | <a href="#">3</a>  |
| Acknowledgments & Update Information   | <a href="#">4</a>  |
| Teacher Appraisal Instrument           | <a href="#">5</a>  |
| Appraisal Process                      | <a href="#">6</a>  |
| Evaluation Criteria                    | <a href="#">7</a>  |
| Area I: Communicates Effectively       | <a href="#">7</a>  |
| Area II: Task Environment              | <a href="#">7</a>  |
| Area III: Instructional Skills         | <a href="#">8</a>  |
| Area IV: Professional Behavior         | <a href="#">10</a> |
| Teacher Data Page                      | <a href="#">12</a> |
| Teacher Summative Evaluation Form      | <a href="#">13</a> |
| Signature Page                         | <a href="#">15</a> |
| Appendix (Tools)                       | <a href="#">16</a> |
| Professional Development Plan (PDP)    | <a href="#">17</a> |
| Goal Accountability Plan               | <a href="#">18</a> |
| Plan of Action                         | <a href="#">19</a> |

## PROCESS USED TO DEVELOP THE INSTRUMENT

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- 1) The USD 362 Board of Education established a committee to re-write the current teacher appraisal instrument to better align it with current practice.
- 2) Superintendent Dr. Joe Smith formed the committee. Tom Likely and Ken Stanage acted as Co-Chairpersons for the committee.
- 3) The first meeting of the committee was held on February 15, 1994 at 4:00 PM. At this meeting Dr. Al Wilson from Kansas State University was in attendance to share his expertise in this field. Dr. Wilson has been involved in State Task Force activities and national school improvement initiatives.
- 4) The second meeting was held on February 23, 1994 at 4:00 PM. At this meeting the committee took the research and information they had received from Dr. Wilson and began the process of drawing up a new appraisal instrument based upon the five performance areas in the current instrument. All the components of the instrument were examined.
- 5) The third meeting was held on March 8, 1994 at 4:00 PM. At this meeting the committee roughed out the new instrument.
- 6) The fourth meeting was held on March 29, 1994. At this meeting the committee polished up the instrument and prepared it for discussion at the next administrator's meeting.
- 7) The instrument was reviewed in each building with all faculty members and administrators.
- 8) Committee members shared feedback from faculty and administration about the instrument.
- 9) The final draft of the instrument was completed on May 16, 1994.
- 10) The areas, criteria, and teacher summative evaluation forms were re-written in March 1996. The Professional Development Plan and Goal Accountability tools were added to the Appendix in March 1996.

ACKNOWLEDGMENTS  
&  
Update Information

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## Appraisal Instrument Update Committee (1994)

- ⇒ Tom Likely Principal, Parker Elementary
- Kathy Robertson Teacher, Fontana Elementary
- Butch Paul Teacher, LaCygne Elementary
- Mary Kastendieck Teacher PV Jr.-Sr. High School  
and Fontana Elementary
- Larry McIntosh Board Member, USD 362
- Becky Morgan Teacher, PV Jr.-Sr. High School
- Susie Mahon Teacher, Parker Elementary
- Dr. Joe Smith Superintendent, USD 362
- ⇒ Ken Stanage Curriculum/Technology Director,  
USD 362
- ⇒ Co-Chairs of the Committee

## Update Information

The previous Appraisal Instrument was last reviewed on May 23, 1983. The current updating of the instrument involved a significant overhaul of the May 1983 document. The original five performance areas have been re-organized into four.

**The new instrument is designed to encourage the principle of continuous improvement in the areas of student achievement and professional growth.** The instrument was completed and adopted by the USD 362 Board of Education on June 13, 1994. The PVTA and the BOE could not reach agreement on the instrument during the 1994-95 negotiations. Consequently the instrument was revised in March of 1996 and adopted by the Board of Education on March 11, 1996.

## TEACHER APPRAISAL INSTRUMENT

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The appraisal system will consist of a three part process. The first part of the system is a *Teacher DATA Page* that allows the teacher submit evidence of student learning and professional growth. The second part of the process consists of the Principal's summative evaluation of the teacher's performance in four areas. These four areas are: Communicates Effectively, Task Environment, Instructional Skills, and Professional Behavior. The criteria, indicators, and descriptors of these areas are attached. The principal will use the *Teacher Summative Evaluation Form* to communicate to the teacher how (s)he is doing in each of these areas. The “Meets district expectations” rating (1) is the default rating. It should be the rating used unless a teacher warrants an individual improvement plan. If the teacher is given a (2) “Does not meet district expectations” the principal must assist the teacher in developing a plan to bring the teacher up to the district expectations. The third part of this system will be the expectation and goal setting meeting at the end of the summative conference. In this meeting the principal and teacher agree on specific behaviors and the evidence that will be accepted as proof of accomplishing those behaviors. There are two forms in the Appendix section of this document to assist the teacher and administrator in outlining professional development goals.

## APPRAISAL PROCESS

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### **1) Orientation conference between the teacher and principal**

In the initial meeting the principal and the teacher will set the expectations for the school year. In this meeting the principal will make the teacher aware of the responsibilities the teacher has in documenting student learning and their professional growth. This meeting may be held with each teacher or held in a group setting.

### **2) Data collection by the teacher and the principal**

After the initial meeting between the teacher and the principal they will engage in collecting the data for the post-conference. This may be a lengthy period. During this time the principal will make classroom visits and the teacher will be collecting evidence of student learning. The evidence the teacher selects should correspond to the areas determined in the orientation conference. For example if the principal and teacher decide that (s)he will focus on reading this year, then the data should be collected in the area of reading. The scope and variety of data collected is open to the teacher and principal's agreement. The principal will use formal and informal conferences, and his/her judgment in collecting data.

### **3) Assemblage of data by the teacher and the principal into the appraisal format**

When the principal and teacher meet for their summative conference they will discuss the data that both parties have collected. The principal's data will be summarized on the *Teacher Summative Evaluation Form* adopted by the district. The teacher's data (proof of student learning & proof of professional growth) will be summarized on one page. The teacher will be responsible for submitting the *Teacher Data Page* prior to the principal's final report on the *Teacher Summative Evaluation Form*. Additionally, the principal will note on the *Teacher Summative Evaluation Form* which criteria are documented on the *Teacher Data Page* with the appropriate coding.

### **4) Summative-conference between the teacher and principal**

At this meeting the principal will review the four areas on the *Teacher Summative Evaluation Form*. The teacher will present evidence of student learning and professional growth (*Teacher Data Page*). At the conclusion of discussion the principal and teacher will agree upon expectations for the teacher during the remaining and subsequent school years. These expectations should lay the ground work for the orientation conference the next school year.

## EVALUATION CRITERIA:

The criteria is structured into a hierarchy which represents skills and knowledge of effective teachers. This hierarchy of area competencies, indicators, and descriptors are presented here. Major area competencies are represented with roman numerals (I through IV). Each competency area has indicators of competency that are sub-heads indicated by a combination roman and decimal number (I.1 through IV.1). Each indicator then has descriptors which are examples of the behaviors or skills that are reflective of the indicators.

### AREA I: COMMUNICATES EFFECTIVELY

#### **I.1 The teacher writes and speaks clearly, correctly, and effectively.**

*Descriptor:*

- Uses appropriate grammar
- Uses appropriate vocabulary and style for level of audience

### AREA II: TASK ENVIRONMENT

#### **II.1 The teacher plans effectively.**

*Descriptors:*

- Defines clear objectives for each lesson
- Has materials, supplies, and equipment ready
- Provides evidence of short- and long-range planning
- Develops a course outline, scope and sequence, syllabus, and/or timeline for meeting instructional goals
- Adapts plans to meet the individual needs and capabilities of students
- Reflects attention to higher order thinking skills and mastery of basic skills
- Uses adopted, approved district textbooks and/or curriculum guides
- Provides appropriate plans for teacher and/or substitute

#### **II.2 The teacher selects materials that match instructional plans.**

*Descriptors:*

- Includes instructional materials related to higher and lower order thinking skills
- Selects a variety of instructional materials

#### **II.3 The teacher develops classroom rules, guidelines, and expectations related to student behavior.**

*Descriptors:*

- Applies reasonable, consistent, and specific consequences for inappropriate student behavior

- Uses appropriate classroom management techniques
- Maximizes time-on-task

#### **II.4 The teacher provides a positive climate conducive to learning.**

*Descriptors:*

- Establishes an attitude of mutual respect, tolerance, and cooperation
- Demonstrates understanding and encouragement
- Provides appropriate assistance
- Ensures equitable participation
- Maintains a clean, safe, attractive, and orderly classroom
- Displays educational and/or student work in the classroom

### AREA III: INSTRUCTIONAL SKILLS

#### **III.1 The teacher uses a variety of teaching strategies that are appropriate to learners, objectives, and content.**

*Descriptors:*

- Demonstrates a variety of instructional techniques such as directed, non-directed, and cooperative learning
- Uses appropriate resource people/consultants

#### **III.2 The teacher demonstrates effective teaching skills.**

*Descriptors:*

- Provides a clear description of the learning task
- Presents the lesson (content)
- Uses a variety of questioning techniques
- Uses guided practice, independent practice
- Summarizes the instructional activity

#### **III.3 The teacher establishes and maintains learner involvement in the learning tasks.**

*Descriptors:*

- Uses verbal and nonverbal clues
- Uses proximity to monitor learner involvement and work
- Maintains deadlines and schedules

#### **III.4 The teacher provides appropriate feedback and reteaching as necessary.**

*Descriptors:*

- Uses oral and written work products to check progress
- Provides individual assistance as needed
- Reviews and reteaches, when necessary



### **III.5 The teacher is knowledgeable in content areas.**

*Descriptors:*

- Provides correct and current information
- Uses accurate and up-to-date materials

### **III.6 The teacher evaluates his/her own effectiveness in terms of student performance.**

*Descriptors:*

- Implements improvement strategies based upon self-evaluation
- Evaluates teaching and modifies lessons when necessary

### **III.7 The teacher assesses student performance**

*Descriptors:*

- Uses a variety of evaluation techniques and procedures
- Uses a variety of assessment data to diagnose student progress (norm-referenced, criterion-referenced, teacher-made, and/or state assessments)
- Uses data to improve content/curriculum for increased student achievement

### **III.8 The teacher communicates progress to students and parents.**

*Descriptors:*

- Provides specific feedback to students
- Returns student work promptly
- Explains state standards and assessment information to parents

## **AREA IV: PROFESSIONAL BEHAVIOR**

### **IV.1 The teacher participates in professional development.**

*Descriptors:*

- Continues to grow professionally through continuing education
- Participates actively in staff development activities
- Uses new approaches/techniques and evaluates their success
- Stays informed of latest educational developments

### **IV.2 The teacher provides leadership.**

*Descriptors:*

- Creates and/or shares materials with other teachers
- Demonstrates willingness to assume leadership positions in the school/school district
- Takes active role in solving school problems

**IV.3 The teacher works cooperatively with peers, administrators, and community members in planning and implementing curriculum/extra curricular activities.**

*Descriptors:*

- Maintains a positive attitude toward students, faculty, and community
- Sponsors student activities
- Serves on school and community committees

**IV.4 The teacher demonstrates professionalism.**

*Descriptors:*

- Serves as a positive role model
- Fosters good relationships between school and community
- Adheres to professional ethics

**IV.5 The teacher adheres to school policies.**

*Descriptors:*

- Adheres to laws, policies, rules and regulations
- Attends meetings and other scheduled activities as assigned
- Handles routine administrative and clerical matters promptly, accurately, and with up-to-date records
- Provides appropriate supervisory responsibilities
- Is punctual
- Maintains satisfactory record of attendance

# TEACHER DATA PAGE

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**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

Evidence of student learning

Evidence of professional growth

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TEACHER SUMMATIVE EVALUATION FORM

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

Evaluator: \_\_\_\_\_

Position: \_\_\_\_\_

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

Rating Key:

**1** = "Meets District Expectations"    **2** = "Does Not Meet District Expectations"

Data Source Key:

OBS. = Classroom Observation

TDP. = Teacher Data Page

CONF. = Conference

PJ. = Principal Judgment

INCONF. = Informal Conference

( ) = Recommended Data Source

DSU = Data Source(s) Used

| <b>CRITERIA AREA</b>  | <b>RATING</b> | <b>DSU</b> |
|---|---------------|------------|
| <b>AREA I. COMMUNICATES EFFECTIVELY</b>   |               |            |
| I.1 The teacher writes and speaks clearly, correctly, and effectively. (OBS)                                |               |            |
| <u>Documentation:</u>   |               |            |
| <br><br><br><br><br>  |               |            |
| <b>AREA II. TASK ENVIRONMENT</b>  |               |            |
| II.1 The teacher plans effectively (CONF. & OBS.)   |               |            |
| II.2 The teacher selects materials that match instructional plans. (CONF.)                                  |               |            |
| II.3 The teacher develops classroom rules, guidelines, and expectations related to student behavior. (OBS.) |               |            |
| II.4 The teacher provides a positive climate conducive to learning. (OBS.)                                  |               |            |
| <u>Documentation:</u>   |               |            |
| <br><br><br><br><br>  |               |            |

Teacher Summative Evaluation Form (Continued)

| <b>CRITERIA AREA</b>  | <b>Rating</b> | <b>DSU</b> |
|---|---------------|------------|
| <b>AREA III. INSTRUCTIONAL SKILLS</b>   |               |            |
| III.1 The teacher uses a variety of teaching strategies that are appropriate to learners, objectives, and content. (OBS.)   |               |            |
| III.2 The teacher demonstrates effective teaching skills. (OBS.)  |               |            |
| III.3 The teacher establishes and maintains learner involvement in the learning task. (OBS.)  |               |            |
| III.4 The teacher provides appropriate feedback and reteaching as necessary. (OBS.)   |               |            |
| III.5 The teacher is knowledgeable in content areas. (OBS.)   |               |            |
| III.6 The teacher evaluates his/her own effectiveness in terms of student performance. (OBS., POST - CONF., & TDP)  |               |            |
| III.7 The teacher assesses student performance. (POST- CONF.)   |               |            |
| III.8 The teacher communicates progress to students and parents. (POST - CONF.)   |               |            |
| <u>Documentation:</u>   |               |            |
|   |               |            |
| <b>AREA IV. PROFESSIONAL BEHAVIOR</b>   |               |            |
| IV.1 The teacher participates in professional development. (TDP)  |               |            |
| IV.2 The teacher provides leadership. (TDP)   |               |            |
| IV.3 The teacher works cooperatively with peers, administrators, and community members in planning and implementing curriculum/extra curricular activities. (TDP) |               |            |
| IV.4 The teacher demonstrates professionalism. (TDP)  |               |            |
| IV.5 The teacher adheres to school policies. (TDP)  |               |            |
| <u>Documentation:</u>   |               |            |
|   |               |            |

## Signature Page

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The teacher's signature on this report does not represent either acceptance or approval of the appraiser's evaluation. It indicates only that the teacher has reviewed this Teacher Performance Report in conference with the appraiser. The teacher has two weeks to respond in writing and the response shall be attached to the evaluation form and shall remain a part of the permanent record.

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Date

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Teacher's Signature

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Date

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Appraiser's Signature

### For Summative Evaluation Only

Recommendation for  
Re-employment

Yes \_\_\_\_\_ No \_\_\_\_\_

Date \_\_\_\_\_

Teacher Summative Evaluation Form (Continued)

**PROFESSIONAL DEVELOPMENT PLAN**

Teacher: \_\_\_\_\_ Position: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_  
 Directions: This plan should be developed from the teacher's evaluation results. List a maximum of three areas identified for the focus of a Professional Development Plan for the next school year.

| Area  | Goals/Objectives<br>(PDP related) | Proposed Activities | Time<br>Line | Assessment Method(s) | Mid-year<br>Review  | End-of-Year<br>Assessment |
|---|-----------------------------------|---------------------|--------------|----------------------|---|---------------------------|
| Competency<br>Area:<br>Indicator(s):  |                                   |                     |              |                      |   |                           |
| Competency<br>Area:<br>Indicator(s):  |                                   |                     |              |                      |   |                           |
| Competency<br>Area:<br>Indicator(s):  |                                   |                     |              |                      |   |                           |
| We the undersigned agree upon the Goals/Objectives, Activities, Timelines, and Assessment Method(s) listed<br>Teacher: _____ Date: _____ Evaluator: _____ Date: _____ |                                   |                     |              |                      | We, the undersigned, have discussed<br>The Assessment Results described<br>Teacher: _____ Date: _____<br>Evaluator: _____ Date: _____ |                           |

### GOAL ACCOUNTABILITY PLAN

Teacher: \_\_\_\_\_ Position: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: The teacher and evaluator should select and mutually agree upon specific, measurable objectives, activities, timelines, and the methods of assessing attainment of goals/objectives. These goals/objectives should address achievement, program improvement, and personal/professional areas.

| Goals/Objectives  | Proposed Activities | Time Line | Assessment Method(s) | Mid-year Review | End-of-Year Assessment |
|---|---------------------|-----------|----------------------|-----------------|------------------------|
| Student Achievement/Development or Program Improvement: |                     |           |                      |                 |                        |
| Student Achievement/Development or Program Improvement: |                     |           |                      |                 |                        |

We the undersigned agree upon the Goals/Objectives, Activities, Timelines, and Assessment Method(s) listed

We, the undersigned, have discussed the Assessment Results described

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

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

If so designated by the Superintendent, tenured personnel may be placed on a multi-year evaluation option which includes full evaluation one year and Goal Accountability for the next two years.



## Plan of Action

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In the event that a teacher does not meet district standards in one or more of the performance areas (Areas I-IV in the instrument) as indicated by rating of (2) "Does not meet District expectations," the appraiser is obligated to establish a *Plan of Action* with the teacher. The *Plan of Action* will be comprised of the following items: 1) A target goal that is directly related to the competency area(s) indicated on the *Teacher Summative Evaluation Form*, 2) Specific instructions as to the amount of time to make improvements, 3) Specific instructions as to the type of resources available to the teacher for use in reaching the goal(s), 4) The administrator's (appraiser's) responsibilities, 5) The teacher's responsibilities, 5) Monitoring system with benchmarks so the administrator and teacher can be apprised of progress or the lack of progress, and 6) A time line illustrating when the specific events mentioned above will be completed.

The *Plan of Action* and all relevant notes and actions resulting from it are part of the teachers permanent record. Each *Plan of Action* will be considered unique and should reflect the individual nature of the teacher and goals selected.

## **APPENDIX D**

### **COMPENSATION BEYOND AGREEMENT**

Teachers whose years of experience exceed the salary schedule at the BS+40 or MS+45 columns, can receive a permanent raise equal to a step down in their respective column by:

1. Completing up to level four using the adopted procedure to be agreed upon by administrators and teacher representatives.
2. Have 3 years of experience beyond the maximum years experience for that column for the first raise and 5 years of experience for each raise thereafter.
3. For the MS+45 only columns they can do their 2<sup>nd</sup> and final compensation beyond in 3 years instead of 5 years.(8-8-05)

### **COMPENSATION BEYOND WORKING DETAILS**

#### **BACKGROUND**

On May 17, 2000 the IBB group initiated discussion concerning the compensation of teachers that have been “frozen” or “bottomed-out” on the salary schedule. Although some of these teachers could move to the right with additional classroom hours or degrees it was felt that another option should be made available to those teachers not wanting another degree or that are not interested in going back to school for additional hours. After some discussion an idea was proposed to allow the “frozen” or “bottomed-out” teachers an option to achieve an increase in compensation while at the same time retaining the current incentives to continue taking classes and obtaining advanced degrees. At the conclusion of the May 17, 2000 meeting Ken Stanage and Nancy McDonnell were asked to put together a proposal that would address the nuts and bolts of a special compensation plan. This paper contains the following sections: assumptions, intent, target, pilot program, procedure, forms, summary, and communication plan.

#### **ASSUMPTIONS**

1. It is assumed that this special compensation plan will be less attractive than the regular compensation a teacher can obtain by moving in the normal fashion “across” the salary schedule.
2. It will take multiple years to complete the requirements to qualify for this special compensation.
3. Years of experience will follow teachers “across” and “down” the salary schedule in addition to the special compensation provided by this program.
4. Documented results will be the triggering element to qualify for this special compensation.
5. The special compensation plan will be tied directly to the PDC plan, goal setting, and monitoring of results at the application level.
6. No special compensation will be available for the lower level identified on the PDC activity forms (knowledge level).
7. Principals will play a key role in assisting the teacher in learning an innovation, implementing the innovation, and measuring the results of the innovation to authorize

## Teacher Summative Evaluation Form (Continued)

special compensation.[See page 8 of USD 362 Results based Staff Development, April 1997]

8. All special compensation plans will align with the building or district established goals.

### INTENT

The purpose of the special compensation program is to reward teachers at the bottom of the salary schedule for extended years of service with some form of incentive that would encourage continual professional growth while advancing the goals of the district.

### TARGET

The concern is for teachers in the BS +40 and MS +45 columns of the salary schedule. However, the fairest thing to do may be to administer the special compensation incentive to all columns of the schedule.

### PILOT PROGRAM

Discussion around the possibility of initiating a special compensation program for a limited number of teachers focused on the BS +40 and MS +45 columns on the salary schedule.

### PROCEDURES

The following procedures are offered as “first thoughts” on the sequential steps the special compensation program would follow:

1. A teacher and a principal would identify a goal that would include a group of students as targets; an intervention strategy<sup>1</sup>; a set of objectives to be reached; a means to measure results; a reporting and feedback schedule; and a termination point. [Forms TAP<sup>2</sup> pgs. 17 & 18; RBSD<sup>3</sup> pg. 4.]
2. The teacher would get the approval for the agreed-upon training required to learn the intervention strategy. [Forms identified in #1 above could be used.]
3. The teacher would obtain the necessary training.
4. The teacher would submit an “implementation plan” to the principal for approval. [Forms RBSD pg. 7 & 8.]
5. The principal would approve the “implementation plan.” [Form RBSD pg. 7 could serve this purpose.]
6. The teacher would commence with the implementation of the intervention.
7. The teacher would adhere to the reporting and feedback schedule agreed upon earlier.[There is a classroom, building, and district reporting schedule in the USD 362 5 Year Inservice Plan, 1996-2001.]

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<sup>1</sup> An intervention strategy is an instructional technique, behavior, etc, that is generalizable across various grade levels and subject areas. Note: an intervention is not the same as a program. For example: Accelerated Reader and the Sherry Methods are programs while increasing positive feedback, questioning techniques, and continuous improvement monitoring are interventions. In other words, interventions are specific tactical skills while programs are plug in solutions.

<sup>2</sup> TAP—Teacher Appraisal Process of USD 362.

<sup>3</sup> RBSD—Results Based Staff Development of USD 362, April 1997

## Teacher Summative Evaluation Form (Continued)

8. The principal would make periodic assessments of the teacher's progress.
9. The teacher would complete the term of the intervention.
10. The teacher would measure the results at the terminal point of the program. [Form TAP pg. 12.]
11. The principal would decide if the teacher met the goal and obtained the results necessary to qualify for the special compensation. [Forms to request and approve compensation will need to be developed.]

## FORMS

The following forms are available to be incorporated into this special compensation plan:

- *USD 362 Results Based Staff Development, April 1997* (RBSD) Pages 4 (Goal Setting Page), 7 (Validation: Implementation Levels 2-5), and 8 (Criteria for Awarding Staff Development Credit);
- *USD 362 Teacher Appraisal Process (TAP)* Pages 12 (Teacher Data Page), 17 (Professional Development Plan) and 18 (Goal Accountability Plan).

These forms are attached in Appendix B & C.

## SUMMARY

This paper has laid out preliminary procedures, options, and forms to be used in the implementation of special compensation plan to address the charge made to Nancy and I at the last IBB meeting.

## COMMUNICATION PLAN

Once any kind of agreement is reached regarding special compensation a communication plan must be made to describe the plan and disseminate it to all administrators and staff. It must be understood that the principal plays a key role in this process and must understand it as well as the teachers that will benefit from it.