# Haysville Educator Assessment Tool

The purpose of the USD 261 evaluation process is to provide for continual improvement of instruction and student learning. All reasonable supports will be exhausted before a licensed employee is determined to be ineffective and released. The educator evaluation process will be consistent with procedures outlined in Kansas State Law.

Twenty-five measurement areas have been grouped into four indicators. Each measurement area will receive one of the following ratings:

4 = Highly Effective – Evidence indicates consistent, highly effective teaching skills
3 = Effective – Evidence indicates competence in the teaching profession
2 = Developing – Evidence indicates foundational knowledge and/or inconsistent pplication
1 = Ineffective – Evidence does not support a basic standard of performance
"Effective" and "Developing" ratings may have written statements or documentation
"Highly Effective" and "Ineffective" ratings must have written statements or documentation

Ratings in the areas for measurement will be averaged together to determine the ratings in the four indicators. The four indicators are: 1) instructional practice, 2) professional responsibility, 3) student learning, and 4) content knowledge. The four indicator ratings will be averaged together to determine the summative Instructional Practice rating.

The evaluated will share evidence of student growth measures with the evaluator. Student growth measures will come from at least two of three areas: State Assessments (where required must be one measure included), State Approved Vendor Assessments, and Locally Created Assessments. Each of the Student Growth Measures will receive a rating of 4, 3, 2, or 1 as described above. The student growth measures will be averaged together to determine the Student Growth Measures summary rating.

The Instructional Practice summary rating and the Student Growth Measures summary rating will be averaged together to determine the Evaluation Summary Rating.

Printed name of evaluated educator _____ Evaluator _____

Approved May, 2014 for implementation in the 2014 -2015 school year

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## Indicator #1: Instructional Practice

| Measurement Areas | 4 = Highly Effective | 3 = Effective | 2 = Developing | 1 = Ineffective | Rating |
|---|---|---|---|---|---|
| 1A<br>Demonstrates effective methods and techniques that meet students' needs | The licensed employee demonstrated consistent, highly effective methods and techniques that met students' needs | The licensed employee used methods and techniques that met students' needs. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of methods and techniques to meet students' needs. | The licensed employee did not demonstrate methods or techniques to meet students' needs at the basic level. | |
| 1B<br>Uses Varied assessments to measure learner progress | The licensed employee consistently and effectively used varied assessments to measure learned progress. | The licensed employee used assessments to measure learner progress. | The licensed employee demonstrated foundational and/or inconsistent application of varied assessments to measure learner progress. | The licensed employee did not demonstrate use of varied assessments to measure learner progress at the basic level. | |
| 1C<br>Effectively utilizes questioning and discussion to promote learning | The licensed employee consistently and effectively utilized questioning and discussion to promote learning. | The licensed employee used questioning and discussion to promote learning. | The licensed employee demonstrated foundational knowledge and/or consistent application of questioning and discussion to promote learning. | The licensed employee did not demonstrate questioning and discussion to promote learning at the basic level. | |
| 1D<br>Provides multiple methods for student engagement with learning | The licensed employee consistently and effectively provided multiple methods for student engagement to facilitate learning. | The licensed employee provided multiple methods for student engagement to facilitate learning. | The licensed employee demonstrated foundational knowledge and/or inconsistent methods for student engagement to facilitate learning. | The licensed employee did not demonstrate multiple methods for student engagement with learning at the basic level to facilitate learning. | |

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## Indicator #1: Instructional Practice continued

| Measurement Areas | 4 = Highly Effective | 3 = Effective | 2 = Developing | 1 = Ineffective | Rating |
|---|---|---|---|---|---|
| 1E<br>Demonstrates adaptability and responsiveness in meeting student needs | The licensed employee consistently and effectively demonstrated adaptability and responsiveness in meeting student needs. | The licensed employee demonstrated adaptability and responsiveness in meeting student needs | The licensed employee demonstrated foundational knowledge and/or inconsistent application of a variety of technology to effectively facilitate learning. | The licensed employee did not demonstrate adaptability and responsiveness in meeting student needs at the basic level. | |
| 1F<br>Uses a variety of technologies to effectively facilitate learning | The licensed employee consistently and effectively used a variety of technologies to effectively facilitate learning. | The licensed employee used a variety of technologies to effectively facilitate learning. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of a variety of technologies to effectively facilitate learning. | The licensed employee did not demonstrate a variety or technologies | |
| 1G<br>Provides evidence of planning that supports district and state expectations | The licensed employee consistently and effectively provided plans that supported district and state expectations. | The licensed employee provided plans that supported district and state expectations. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of planning that supported district and state expectations. | The licensed employee did not demonstrate planning at the basic level. | |

**Narration for Indicator #1 – Instructional Practice:**

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## Indicator #2: Professional Responsibility

| Measurement Areas | 4 = Highly Effective | 3 = Effective | 2 = Developing | 1 = Ineffective | Rating |
|---|---|---|---|---|---|
| 2A<br>Engages in reflection for professional growth | The licensed employee consistently and effectively reflected for professional growth. | The licensed employee reflected for professional growth. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of reflection for professional growth. | The licensed employee did not demonstrate reflection for professional growth at the basic level. | |
| 2B<br>Participates in a variety of targeted professional growth activities | The licensed employee consistently and effectively participated in a variety of targeted professional growth activities. | The licensed employee participated in a variety of targeted professional growth activities. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of targeted professional growth activities. | The licensed employee did not demonstrate participation in targeted professional growth activities at the basic level. | |
| 2C<br>Exercises collaborative and leadership roles | The licensed employee consistently and effectively exercised collaborative and leadership roles. | The licensed employee exercised collaborative and leadership roles. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of collaborative and leadership roles. | The licensed employee did not demonstrate collaborative or leadership roles at the basic level. | |
| 2D<br>Maintains accurate records while maintaining confidentiality | The licensed employee consistently and effectively maintained accurate records while maintaining confidentiality. | The licensed employee maintained accurate records while maintaining confidentiality. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of accurate records while maintaining confidentiality. | The licensed employee did not demonstrate accurate recordkeeping while maintaining confidentiality at the basic level. | |

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## Indicator #2: Professional Responsibility continued

| Measurement Areas | 4 = Highly Effective | 3 = Effective | 2 = Developing | 1 = Ineffective | Rating |
|---|---|---|---|---|---|
| 2E<br>Communicates effectively (written and oral) with students and their families | The licensed employee consistently and effectively communicated (written and oral) with students and their families. | The licensed employee communicated (written and oral) with students and their families. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of communication (written and oral) with students and their families. | The licensed employee did not demonstrate effective communication (written and oral) at the basic level. | |
| 2F<br>Works cooperatively with classified and certified personnel to provide for student needs | The licensed employee consistently and effectively worked cooperatively with classified and certified personnel to provide for student needs. | The licensed employee worked cooperatively with classified and certified personnel to provide for student needs. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of working cooperatively with classified and certified personnel to provide for student needs. | The licensed employee did not demonstrate working cooperatively with classified and certified personnel to provide for student needs at the basic level. | |
| 2G<br>Models professional decorum (judgment) in appearance, hygiene and action | The licensed employee consistently and effectively modeled professional decorum in appearance, hygiene and action. | The licensed employee used professional judgment in appearance, hygiene and action. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of judgment in appearance, hygiene and action. | The licensed employee did not demonstrate professional judgment in appearance, hygiene and action at the basic level. | |

**Narration for Indicator #2 – Professional Responsibility:**

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## Indicator #3: Student Learning

| Measurement Areas | 4 = Highly Effective | 3 = Effective | 2 = Developing | 1 = Ineffective | Rating |
|---|---|---|---|---|---|
| 3A<br>Plans based on recognized differences in learning and development levels of all students | The licensed employee consistently and effectively planned instruction based on recognized differences in learning and developmental levels of all students. | The licensed employee consistently planned instruction based on recognized differences in learning and developmental levels of all students. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of instruction planning based on recognized differences in learning and developmental levels of all students. | The licensed employee did not demonstrate planned instruction based on recognized differences in learning and developmental levels of all students at the basic level. | |
| 3B<br>The environment is purposefully arranged to facilitate learning | The licensed employee consistently and effectively arranged the environment to facilitate learning. | The licensed employee consistently arranged the environment to facilitate learning. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of a purposeful environmental arrangement to facilitate learning. | The licensed employee did not demonstrate a purposeful environmental arrangement to facilitate learning at the basic level. | |
| 3C<br>Builds and maintains a positive social environment | The licensed employee consistently and effectively built and maintained a positive social environment. | The licensed employee consistently built and maintained a positive social environment. | The licensed employee inconsistently built and maintained a positive social environment. | The licensed employee did not build and maintain a positive social environment. | |

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## Indicator #3: Student Learning continued

| Measurement Areas | 4 = Highly Effective | 3 = Effective | 2 = Developing | 1 = Ineffective | Rating |
|---|---|---|---|---|---|
| 3D<br>Successfully applies student behavior guidelines to maintain discipline in the learning environment | The licensed employee consistently and effectively applied student behavior guidelines to maintain discipline in the learning environment. | The licensed employee consistently applied student behavior guidelines to maintain discipline in the learning environment. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of student behavior guidelines to maintain discipline in the learning environment. | The licensed employee did not demonstrate successful application of student behavior guidelines to maintain discipline in the learning environment at the basic level. | |
| 3E<br>Recognizes and rewards student achievement | The licensed employee consistently and effectively recognized and rewarded student achievement. | The licensed employee consistently recognized and rewarded student achievement. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of recognition and rewards for student achievement. | The licensed employee did not demonstrate recognition or rewards for student achievement at the basic level. | |
| 3F<br>Fully engages all students in purposeful learning activities | The licensed employee consistently and effectively engaged all students in purposeful learning activities. | The licensed employee consistently engaged students in purposeful learning activities. | The licensed employee demonstrated foundational knowledge and/or inconsistent application of student engagement in purposeful learning activities. | The licensed employee did not demonstrate engagement of students in purposeful learning activities at the basic level. | |

**Narration for Indicator #3 – Student Learning:**

## Indicator #4: Content Knowledge

| Measurement Areas | 4 = Highly Effective | 3 = Effective | 2 = Developing | 1 = Ineffective | Rating |
|---|---|---|---|---|---|
| 4A<br>Demonstrates a thorough knowledge of content material and pedagogy | The licensed employee consistently and effectively demonstrated a thorough knowledge of content material and pedagogy. | The licensed employee demonstrated competent knowledge of content material and pedagogy. | The licensed employee demonstrated basic knowledge and/or inconsistent application of content knowledge and pedagogy. | The licensed employee did not demonstrate a thorough knowledge of content material and pedagogy at the basic level. | |
| 4B<br>Provides a variety of innovative applications of knowledge | The licensed employee consistently and effectively provided a variety of innovative applications of knowledge. | The licensed employee provided a variety of innovative applications of knowledge. | The licensed employee demonstrated basic knowledge and/or inconsistent application of a variety of innovative applications of knowledge. | The licensed employee did not demonstrate a variety of innovative applications of knowledge at the basic level. | |
| 4C<br>Applies a deep understanding of students | The licensed employee consistently and effectively displayed a deep understanding of students. | The licensed employee displayed an understanding of students. | The licensed employee demonstrated basic knowledge and/or inconsistent application of a deep understanding of students. | The licensed employee did not demonstrate a deep understanding of students. | |
| 4D<br>Utilizes a variety of resources to appropriately meet student needs | The licensed employee consistently and effectively utilized a variety of resources to appropriately meet student needs. | The licensed employee used resources to appropriately meet student needs. | The licensed employee demonstrated basic knowledge and/or inconsistent application of a variety of resources to appropriately meet student needs. | The licensed employee did not demonstrate use of a variety of resources to appropriately meet student needs. | |

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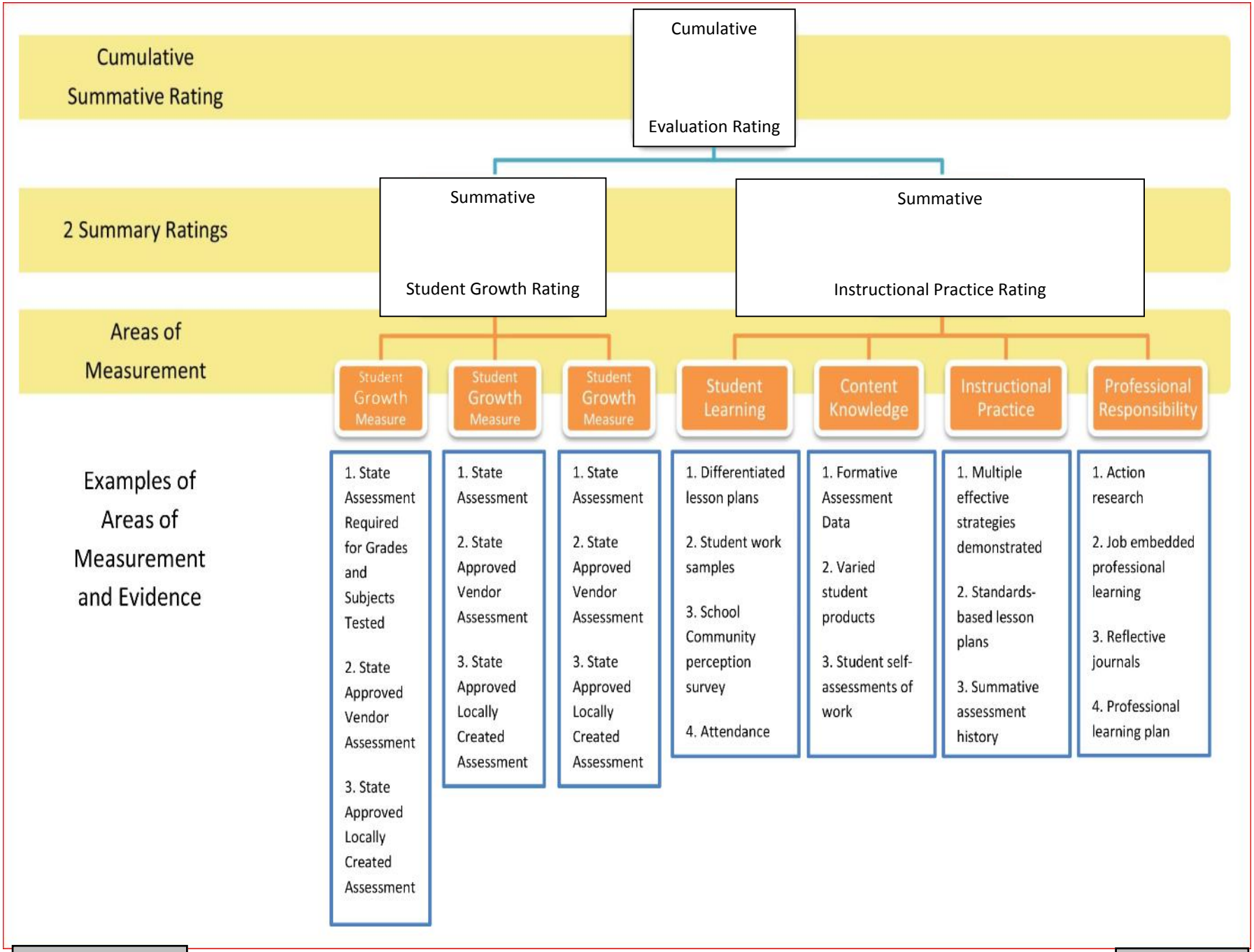
## Indicator #4: Content Knowledge continued

| Measurement Areas | 4 = Highly Effective | 3 = Effective | 2 = Developing | 1 = Ineffective | Rating |
|---|---|---|---|---|---|
| 4E<br>Designs effective methods for assessing outcomes | The licensed employee consistently and effectively designed methods for assessing outcomes. | The licensed employee designed effective methods for assessing outcomes. | The licensed employee inconsistently designed effective methods for assessing outcomes. | The licensed employee did not design effective methods for assessing outcomes. | |
| 4F<br>Actively seeks and shares continuous improvement through professional growth activities | The licensed employee consistently and effectively sought and shared continuous improvement through professional growth activities. | The licensed employee sought and shared continuous improvement through professional growth activities. | The licensed employee demonstrated basic knowledge and/or inconsistent application of improvement through professional growth activities. | The licensed employee did not demonstrate continuous improvement through professional growth. | |

**Narration for Indicator #4 – Content Knowledge:**

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**Closing comments / supporting evidence:**

**Indicators listed on this evaluation are not intended to be all-inclusive. Additional topics related to professional evaluation may be discussed.**

_____ _____

**(Date)** **(Educator's Signature) ***

_____ _____

**(Date)** **(Administrator's Signature)**

**Plan of Assistance is:** _____ **needed** _____ **not needed**

***The signature on this evaluation does not represent either acceptance or approval of the evaluation. It indicates only that the educator has viewed this educator performance report in conference with the evaluator. The educator has the right to reply to any comments made on the evaluation. If the educator chooses to write a response it must be returned to the evaluator within 10 schools days after receiving the evaluation. The educator response will be attached to this instrument and forwarded to the District Office and placed in the educator personnel file.**

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# Haysville Professional Growth SMART Goals

Licensed Employee: Evaluator:

Position: Date:

**Indicators of Professional Growth**

1. Instructional Practice
2. Professional Responsibility
3. Student Learning
4. Content Knowledge

<table>
<tr><th colspan="3">SMART Goal</th></tr>
<tr><td>Identify Indicator and Subcategory:</td><td colspan="2"></td></tr>
<tr><td rowspan="2">Narrate Personal Goal:<br>Specific<br>Measureable<br>Achievable<br>Relevant<br>Timely</td><td>What specific outcome will be achieved?</td><td>What would success for this goal look like?</td></tr>
<tr><td>What evidence will you use to monitor your progress?</td><td>Create a timeline for completion.</td></tr>
<tr><td>Resources Needed:</td><td colspan="2"></td></tr>
<tr><td>How will your growth in this area contribute to increased student achievement?</td><td colspan="2"></td></tr>
</table>

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Licensed Employee: Evaluator:

Position: Date:

**Indicators of Professional Growth**

1. Instructional Practice
2. Professional Responsibility
3. Student Learning
4. Content Knowledge

| Progress Monitoring Reflection | |
|---|---|
| **Restate your Personal Goal** | |
| **What steps have you taken to move toward your goal?** | |
| **What resources do you need to continue to move toward your goal?** | |
| **What brings you the most pride when you look back at the academic year thus far?** | |

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Licensed Employee: Evaluator:

Position: Date:

**Indicators of Professional Growth**

1. Instructional Practice
2. Professional Responsibility
3. Student Learning
4. Content Knowledge

| End-of-Year Review | |
|---|---|
| **Summarize your progress toward your goal.** | |
| **How did your growth in your goal area affect student achievement?** | |
| **If your goal was met, what contributed to your success?** | |
| **If your goal was not met, what were the barriers?** | |
| **What brings you the most pride when you look back at the academic year?** | |
| **What is a possible area of growth for the upcoming school year?** | |

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