

The evaluation process will include scheduled and unscheduled classroom observations, observations outside of the classroom along with how well the teacher functions within the school and their placement.

Position: 6th Grade

Victor School District NO. 7  
Victor, MT 59875

## TEACHER PERFORMANCE EVALUATION

This evaluation form is a summative evaluation that will be added to throughout the year, then placed in the teacher's personnel file at the end of the year. Each addition to the evaluation will be initialed or noted by the teacher.

Name of Teacher: Kim King

Year of Evaluation: 2008-2009      Tenure  Non-Tenure

Prepared by: Johnston      Title: Principal



**NOTE:**  
S = Performance is adequate to commendable, that which could reasonably be expected of anyone qualified for the position and/or indicating a high level of professional competence.  
  
U = Performance is unsatisfactory, below that which could be reasonably expected, and must be improved to meet minimum standards. May require administrative assistance.  
  
N/A = Not applicable to the evaluation at this time.

Part of this evaluation is a portfolio supplied by the teacher. There must be six (6) items attached. Examples might be: Lesson plan, article in newspaper, syllabus, copy of bulletin board, typed directions for assignment like report, test, etc.

- 1. Two teacher goals
- 2. Class syllabus
- 3. Weekly lesson plans
- 4. Semester exams or projects
- 5. Proof of 12 hours of professional development which count toward the October PIR days
- 6. Any other work you are proud of and can present on paper \*Needed

# PROCEDURAL GUIDELINES FOR OBSERVATION AND EVALUATION

**The Teacher Performance Evaluation is to be used as the first line communication of strengths and suggestions for growth. The following guidelines must be considered:**

1. Areas of strength should be noted and conveyed to the teacher.
2. Specific written suggestions for continued growth must be made when appropriate.
3. Professionalism toward continued growth must be made by both the supervisor and teacher during the observation process.
4. Additional suggestions will be made whenever appropriate.
5. The Teacher Performance Evaluation form is to be used as an ongoing form, dated, with follow-up teacher conferences and opportunities for teacher response.
6. It is understood that suggestions for continued growth may be noted, even though "Satisfactory" has been checked.

If the area(s) is deemed unsatisfactory after teacher-supervisor consultations, it must be noted on the Teacher Performance Evaluation. Prior to marking "Unsatisfactory" on the Teacher Performance Evaluation, the following must be observed for the evaluation.

1. Area(s) of unsatisfactory performance must be observed and documented.
2. Area(s) of unsatisfactory performance must be specifically identified in the narrative.
3. Evaluations shall be performed by the immediate supervisor and may be in conjunction with another administrator who has direct supervisory responsibilities over the teacher or another individual who is brought in as an expert as a result of the initiation of a "Plan of Assistance".
4. A Plan of Assistance is a specific list of steps enumerated by the supervisor to address unsatisfactory performance to include:
  1. Identification of the problem
  2. A specific plan to address the problem
  3. Time lines
  4. Closure
5. Each part may request that an observer be present during the presentation of the Plan of Assistance. The observer will not be a participant in the presentation.

**Teachers are responsible for information pertaining to their positions in Federal and State law, along with the district Board policy, faculty handbook and all information at faculty meetings.**

# PERFORMANCE RESPONSIBILITIES

## INSTRUCTION

### 1. LESSON PLANS

1/15/09

S

A. Prepares effective lesson plans to meet district instructional objectives.

1/15/09

S

B. Provides adequate plans for substitute teachers.

1/15/09

S

C. Translates lesson plans into learning experiences so as to best utilize the available time for instruction.

Mrs. King does a good job of preparing daily lesson plans. They contain all of the required components including mapping of the district curriculum. She turns lesson plans in each week even though this is not required.

### 2. INSTRUCTIONAL OBJECTIVES

1/15/09

S

A. Follows instructional objectives that are consistent with district goals and objectives.

1/15/09

S

B. Shares the objective and purpose of the lesson with the students.

1/15/09

S

C. Relates learning to relevant life experiences.

Mrs. King uses the adopted curriculum as a guide to preparing daily lessons. The objectives are noted in the lessons and shared with the students as a component of each lesson. She does a good job of making each lesson relevant through many modalities such as technology and related experiences.

### 3. INSTRUCTION TECHNIQUES

1/15/09

S

A. Uses techniques which encourage critical thinking and communication (like "Here's Looking At You").

1/15/09

S

B. Modifies instruction and environment to meet individual student academic needs.

a. Models when applicable.

1/15/09

S

C. Employs a variety of instructional techniques which may include auditory, kinesthetic, tactile, and visual presentation to focus on the various learning styles.

1/15/09

S

D. Utilizes various organizational strategies (large group, small group, individual/independent study) to achieve lesson objectives.

1/15/09

S

E. Uses technology as an instructional tool.

1/15/09

S

F. Assigns appropriate independent practice through in-class or homework activities.

1/15/09

S

G. Incorporates the six cognitive levels of learning from the simplest to the most complex: knowledge, comprehension, application, analysis, synthesis, and evaluation.

1/15/09

S

H. Evaluates students progress periodically and as required.

Mrs. King is effective in instructional technique. She utilizes various strategies including new concepts in technology such as lessons using hand helds and PDAs. Small groups as well as differentiated instruction are also used. She works well with students with individual education needs.

4. CLASSROOM CLIMATE

1/15/09 S

A. Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.

1/15/09 S

B. Encourages the development of a positive student self-image.

1/15/09 S

C. Treats sensitive situations with discretion.

The climate in Mrs. King's class is positive and productive. Social skills are regularly taught helping students make productive decisions and treating each other with respect.

5. MATERIALS

1/15/09 S

A. Organizes textbooks, workbooks, media materials, computers and other resources in a manner which supports the objectives of the lesson.

1/15/09 S

B. Evaluates, selects, and requisitions books, instructional aids, equipment, and instructional supplies.

Mrs. King does a good job of managing her resources and materials.

6. CURRICULUM

1/15/09 S

A. Follows curriculum guides established by the district.

1/15/09 S

B. Updates curriculum as needed.

As evidenced through daily lesson plans, the district curriculum is followed. Mrs. King has also helped develop the WPC and Technology curriculum for the district.

## 7. REPORTS

1/15/09

S

- A. Prepares progress reports and year-end evaluations.

Mrs. King adequately maintains all reports as required.

## MANAGEMENT

### 1. STUDENT MANAGEMENT

1/15/09

S

- A. Establishes and maintains standards of individual student behavior needed to achieve a functional learning environment, including, but limited to"
- a. Maintaining quiet when appropriate.
  - b. Securing attention during instruction.
  - c. Encouraging student self-control, courtesy, and responsibility.
  - d. Enforces established class and school rules.

Mrs. King has a very large class this year (33). She does a good job of managing this group of students. She uses various strategies such as a timer which helps students manage their time on individual exercises. She does a good job of supervising students when they are out of the classroom and in the hall.

### 2. SAFETY

1/15/09

S

- A. Takes all necessary and reasonable precautions to protect student, equipment, materials, and facilities.

Supervision is critical to student safety and one of the most important responsibilities teachers have. Mrs. King does a good job of supervising her students both in and out of class.

**3. POLICIES AND RULES**

1/15/09

S

- A. Assists the administration in implementing all policies and rules governing student life and conduct.

Mrs. King is proactive in assisting the administration in implementing policies and rules.

**4. PAPER WORK**

1/15/09

S

- A. Maintains records as required by law in accordance with district policy, state, and federal guidelines, and administrative regulations.

1/15/09

S

- B. Is timely in submitting reports.

1/15/09

S

- C. Maintains required inventory records (at the beginning and end of year).

Mrs. King is conscious about maintaining necessary paperwork.

**5. PUBLIC RELATIONS**

1/15/09

S

- A. Provides information to the media and public that promotes accomplishments of the staff, students or philosophy of Victor School, such as newspaper articles, school notes, homework hotline, and/or school newsletter.

1/15/09

S

- B. Contributes to the improvement of the school by presenting criticisms and suggestions in a positive manner.

This is an area that Mrs. King has been proactive in and henceforth very effective. She has started a program where she meets with each parent for a conference during the first few weeks of school. This is followed up with various activities such as pot lucks during PTC. She is also implementing a recycling program in the school.

6. PROFESSIONAL RELATIONS

1/15/09

S

A. Maintains cooperative and positive relationships with staff, students and parents.

1/15/09

S

B. Works to establish and maintain open lines of communications with students, parents, and colleagues concerning both academic and behavioral progress of all students.

1/15/09

S

C. Confers with parents, school counselor, and other staff as needed in assessing and reporting pupil progress, and modifying learning experiences.

1/15/09

S

D. Assists students in resolving academic, health attitude, and learning problems.

Mrs. Kings carries all of the above listed duties with diligence. She works well the staff and administration. She actively works with parents and counselors in helping resolve student matters.  
Mrs. King wrote and received a large grant for Indian education in our school.

7. IN-SERVICE

1/15/09

S

A. Maintains professional competence through in-service education activities provided by the district and in self-selected professional growth activities plus sets goals to complement the teaching assignment.

Congratulations to Mrs. King for working hard and receiving her Master's Degree in Technology this Fall. Through the grant that she wrote she has been active in hosting professional development workshops for our staff.

1/15/09

S

## 8. EMPLOYEE DUTIES

- A. Participates in faculty committees, curriculum, projects and other developmental programs.
  - a. Involved in extra-curricular and student activities.
  - b. Attends and participates in faculty meetings.
  - c. Reports to work on time.
  - d. Volunteers and/or accepts appointments to school related programs.

Mrs. King is an excellent employee. She is a pleasure to work with. She is prompt in all of her duties and is often the first teacher at school. She actively volunteers for and accepts additional appointments such as curriculum, testing strategies and serves and the Indian Ed. Director.

## 9. GOAL

9/08

- A. Goal was submitted.
- B. Goal was met

Ongoing

As an educator I plan to increase student achievement in all areas with a focus on Math.

To print off student grades every Thursday and have them signed by parents.

To organize science in a way that flows and leads into new curricular ideas.

10. COMPLIANCE

1/15/09

S

- A. Performs related duties as assigned by the administration in accordance with district policies and practices.

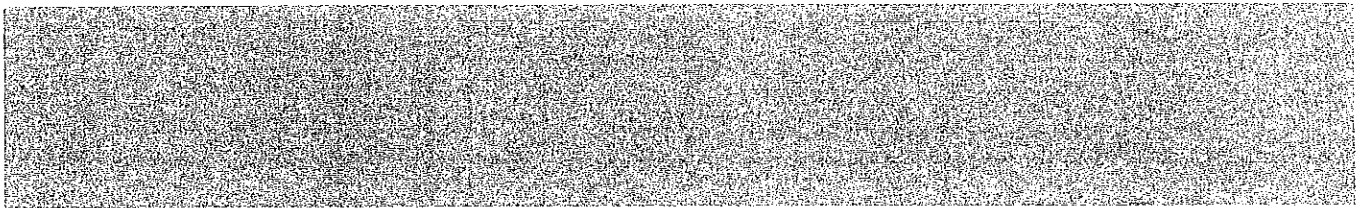
RECOMMENDATION FOR CONTINUED EMPLOYMENT



2009-10



If \*ADDITIONAL or NO explain:

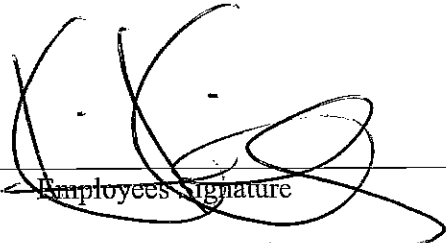


\*Additional observations and evaluations will be needed before a recommendation can be made.

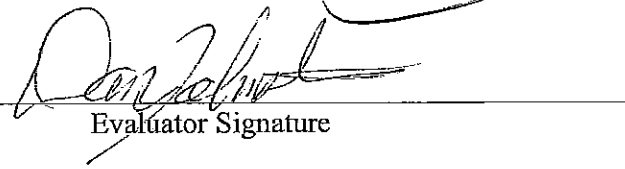
I have reviewed this evaluation. It is also understood that I have the right to file a written response to this evaluation which will be attached to the evaluation document and placed in the personnel file.

Rebuttals must be attached within ten (10) days of post conference for each observation documented.

AT END OF EVALUATION PROCESS:

  
 \_\_\_\_\_  
 Employee's Signature

2/2/09  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Evaluator Signature

2/2/09  
 \_\_\_\_\_  
 Date