

HAMLIN SCHOOL DISTRICT

TEACHER EVALUATION HANDBOOK

2009-2010

ADOPTED 6/21/2004

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BRIEF OUTLINE OF EVALUATION SYSTEM

The evaluation plan is composed of three parts:

- 1. Summative Evaluation.** This evaluation instrument is similar to the evaluation instrument that has been used in past years in the Hamlin School District. This instrument would be used by those teachers (non-tenured) who are in their first three years of employment in the Hamlin School District and any continuing contract teachers that choose to remain on the summative evaluation instrument. This instrument would be used as part of the sequence as outlined in the diagram below. **Staff members may request that their principal continue the staff member on a 2-year rotation of self-evaluation and goal setting evaluation.**

Components: Pre-Observation Conference Form (completed by instructor before observation) and Summative Evaluation Form (completed by principal after observation).

Timeline: All summative evaluations are due March 1st.

- 2. Self-Evaluation.** The Self-Evaluation Instrument provides any participating teacher with the opportunity to choose two particular areas of self-evaluation which can assist the teacher in reflecting and improving on his/her classroom performance. Teachers who participate in the self-evaluation instrument are those that choose to use the self evaluation instrument in lieu of the Summative Evaluation Instrument.

Components: Self Evaluation Worksheet, Self Evaluation Summary of Activities, Self Evaluation - Lesson Plan Analysis, Self Evaluation - Peer Classroom Visits, Self-Evaluation – Peer Observation of Classroom, Self Evaluation - Self Analysis of Teaching Video, Self Evaluation – Literature Review, Self Evaluation - Software Review Analysis, Self-Evaluation – Workshop/Conference, Self Evaluation - Peer Observations of Classroom, Self-evaluation - Summary of Self-Evaluation Study, **Book Club Notes**

Worksheet

Timelines: Self Evaluation Worksheet due to principal by **October 15th***.

Self Evaluation Activities Worksheet due to principal by **October 15th***.

Mr. Schneider would be happy to sit down and complete the Self Evaluation Worksheet and the Self Evaluation Activities Worksheet with you during a conference.

Self Evaluation Activities Forms due to principal by **March 1st**.

Self-evaluation - Summary of Self-Evaluation Study due to the principal by **March 1st**.

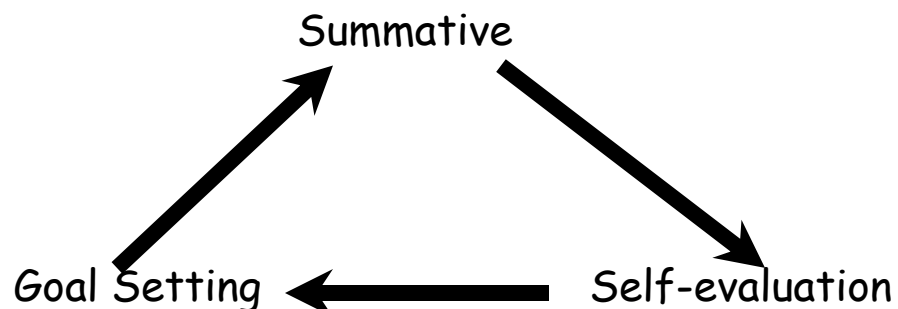
- 3. Goal Setting Evaluation.** The Goal Setting option will be available to staff members that have completed the Self-Evaluation process in the previous year.

Components: Goal Setting Summary, Goal Setting Worksheet

Timelines: Goal Setting Summary due to principal by **October 15th**.

Goal Setting Summary due to the principal by **March 1st**.

EVALUATION SEQUENCE



Hamlin School District Teacher Evaluation Responsibilities

SUMMATIVE EVALUTION

Teacher Responsibilities:

- Work cooperatively with the building principal in setting evaluation date.
- Cooperate with the building principal on a pre-conference.
- Submit lesson plan for the lesson if required by the administrator.
- Attend a post-conference with the administrator.
- Review summative evaluation results and, if necessary, determine goals.

Administrative Responsibilities:

- Coordinate evaluation date and time with teacher.
- Conduct evaluation pre-conference.
- Conduct evaluation and prepare information for post-conference.
- Conduct post-conference.
- Complete summative evaluation by **March 1**.
- Hold summative evaluation conference.
- Make contract recommendation for upcoming year.

SELF-EVALUATION

Teacher Responsibilities:

- Complete self-evaluation instrument (***SELF-EVALUATION FOR INSTRUCTIONAL STAFF***) and meet with your supervisor to discuss further progress needed and help identify 2 areas to focus on by **October 15**.
- Prepare self-evaluation worksheet for conference with the building principal.
- Attend conference with building principal and share self-evaluation worksheet.
- Complete the two identified areas during the school year (**but no later than February 15**).
- Schedule mid-year conference with building principal.
- Write brief summary of self-evaluation activities.
- Schedule self-evaluation summary conference with administrator by **March 1**.
- Set tentative goal for the following school year.

Administrator Responsibilities:

- Meet with teacher to review self-evaluation worksheet.
- Coordinate mid-year conference with teacher on self-evaluation progress.
- Write administrator summary of self-evaluation information by **March 1**.
- Make contract recommendation for upcoming year.
- Assist teacher with setting goal for the upcoming school year.

GOAL SETTING EVALUATION

Teacher Responsibilities:

- Review list of goal suggestions.
- Set goal by **October 15**.
- Schedule mid-year goal setting conference **no later than January 10**.
- Work on goal activities throughout the school year.
- Complete goal setting summary by **March 1**.
- Set final goal setting.

Administrator Responsibilities:

- Coordinate goal setting with teacher by **October 15**.
- Provide materials and resources for goal setting, if necessary (materials must be budgeted and approved in the previous year).
- Conduct mid-year goal setting summary by **March 1**.
- Meet with teacher on goal setting process.
- Make contract recommendation for upcoming year.

TECHNICAL GUIDE TO EVALUATION

1.0 Planning the lesson

The ability to properly plan and to organize for instruction is very important to the success of instructional delivery. Planning and organization should reflect lessons that clearly incorporate stated objectives and follow adopted District curriculum utilizing appropriate materials. Generally, classes in this District reflect various levels of ability and other differences that must be accommodated. Planning must reflect such differences.

It is also important that adequate plans be generated for substitute teachers so they may effectively complete the teaching tasks they are assigned. Substitute plans should be specific and detailed, and they should be accompanied by all materials necessary to carry out the plan for the entire period that they will be on duty.

- 1.1 Daily/unit lesson plans must contain daily objectives in order for the teacher and students to be focused for the day. The objective should identify the critical skill that is expected to be learned during that class session.
- 1.2 Each lesson plan should contain the materials that are needed in order to successfully complete the lesson. This information is especially valuable for substitute or guest teachers.
- 1.3 The Hamlin School district has developed a lesson design that should be used as a guide for all lessons. This design includes the following components. **1) Opening 2) Statement of Objective 3) Instruction 4) Practice 5) Closure.**
- 1.4 Teachers should be prepared for a substitute at any time. In addition to the unit/daily lesson plans, a substitute packet should be prepared for all substitutes which include classroom rules, seating charts and other relevant information.
- 1.5 Lesson plans will either be handed into the administrator or available for review by building principals.

2.0 Teaching the Lesson

There are a number of recognized teaching skills that effective teachers use. Followed consistently, the use of these skills should result in increased achievement for all students.

- 2.1 Teachers should clearly state the objectives of the lesson and why it is important for students to achieve them.
- 2.2 Once an objective has been identified, it is important that the activities throughout the lesson relate back to the stated objective.
- 2.3 An important factor effecting student achievement is time on task. Effective regular classroom teachers utilize 85% to 90% of their available time with on task instructional activities.
- 2.4 Effective teachers use questioning techniques that encourage students' answers beyond the recall or rote level. Upper thinking levels include: comprehension, application analysis, synthesis and evaluation.
- 2.5 Effective teachers utilize selective questioning techniques to involve all students in answering questions, not just those who raise their hands. Selective questioning is an effective way to check student understanding and progress.
- 2.6 Motivation is a key to student excitement about learning. Personal enthusiasm on the part of the teacher is an effective motivator. Other motivational elements which should be used include: feeling tone, interest, success, and level of concern.

- 2.7 Teachers who model the behavior they want students to learn will foster higher student achievement than those who do not model the behavior.
- 2.8 Giving reinforcement and praise at appropriate times is a strategy which increases performance and self-esteem. Effective teachers practice these skills consistently and continuously.
- 2.9 Pacing is a strategy employed to maintain the introduction and mastery of material at a speed that allows students to succeed and maintain interest in the task.
- 2.10 The ability to monitor and adjust classroom situations to increase learning is the mark of an effective teacher. He/she is not afraid to change a project and if it doesn't work, try an alternative course.
- 2.11 There are eleven basic instructional strategies that include: lecture, discussion, discovery, simulation, drills and practice, independent study, group investigation, laboratory approach, learning centers, behavior modification, and performance-based learning packages. A mix of these strategies should enhance student learning.
- 2.12 Strategies that involve students in active learning will generate more student interest than those which employ passive techniques. Students who participate in activities learn far more than those who watch or listen do.
- 2.13 Effective teachers are constantly checking on student learning and overall mastery. They often give feedback to students about their progress.
- 2.14 Effective teachers utilize technology to enhance the lesson. Each teacher should be skilled utilizing computer technology to assist in reaching the daily/unit objective.
- 2.15 Effective teachers develop ways to generate student interest in the lesson by involving ideas relevant to students.
- 2.16 Effective teachers teach to all levels of students. Strategies to enhance learning for students of all abilities include modifications of assignments and providing additional learning opportunities if needed.

3.0 Building Relationships with Students

Classrooms where a positive climate exists are classrooms where higher achievement is likely to occur. Students who feel comfortable with their surroundings, their peers, and their teachers are more likely to perform at higher levels than classrooms where the climate is not conducive to students.

- 3.1 Effective teachers create relationships with students that encourage them to perform to their ability.
- 3.2 Effective teachers create a positive relationship among students to enhance climate.
- 3.3 Self-esteem is generally a quality that students seek to enhance. Teachers build student self-esteem.
- 3.4 Students who perceive their teacher as friendly and warm will more likely perform for that teacher than someone who does not have those qualities.
- 3.5 A positive approach to tasks, students, and problems will generate a good classroom climate.
- 3.6 Dealing with students in an open and predictable manner is always appropriate. Effective teachers gather the necessary facts before reacting to sensitive situations.

4.0 Managing the Classroom

A teacher's ability to effectively organize and manage a classroom is critical to teaching success. Teachers who have established clear expectations, have communicated those expectations to students, and have skills which allow them to maintain good discipline over the entire class in any normal situation, will enhance the ability of all students to learn.

- 4.1 Effective teachers are proactive in teaching expected behaviors in their classrooms. Once the teacher has “pre-taught” the behavior, appropriate behaviors should also be reinforced on a regular basis.
- 4.2 An effective teacher knows that frequent and specific praise are effective tools in the classroom. Teachers should look for opportunities to praise their students on a regular basis.
- 4.3 Effective classroom discipline begins with a positive relationship with the teacher. Clear expectations and consistency will help the teacher maintain classroom rules and expectations.
- 4.4 An effective teacher is organized with a prepared lesson. The best strategy for classroom management is a well-organized and well-taught lesson plan.

5.0 Professional Responsibilities

The personal and professional qualities of teachers have a direct bearing on the ability of the teacher and students to relate to each other on an educational level. Teachers have a responsibility to model behaviors, which are ethically and practically appropriate for the teaching profession.

- 5.1 Teachers should arrive in their classrooms on time and attend all meetings and conferences when asked to be in attendance.
- 5.2 The professional attire of teachers should be above reproach and must never detract from student ability to concentrate and learn.
- 5.3 Teachers must practice personal hygiene habits that reflect professional standards and are never offensive to other staff or students.
- 5.4 Teaching is a profession that was chosen. All teachers should be upbeat and encouraging about the profession of teaching and education.
- 5.5 Teachers understand the need for patience and persistence in their classroom, building and community.
- 5.6 An effective teacher must have a solid grasp of content areas. This involves extensive preparation for classroom instruction and reading outside of classroom time.
- 5.7 A relationship with other colleagues is critical to all teachers. Flexibility and open communication is important for all teachers in order to maintain effective relationships with colleagues.
- 5.8 Supportive parents are a key to reaching each student. Effective teachers understand the importance of positive and frequent communication with parent.
- 5.9 Effective teachers never quit learning, stretching and trying new projects or techniques to improve their teaching skills.
- 5.10 Teachers should be willing to accept suggestions for improvement. These suggestions primarily come from supervisors, but they also come from colleagues, students and parents.
- 5.11 All teachers should be familiar with district and building policies and regulations. Any issues that may fall under these guidelines should be handled carefully. Consultation with supervisors is encouraged if questions may arise.
- 5.12 Effective teachers are life-long learners. A wealth of classes is offered for educators each year, and teachers are encouraged to get involved in these professional growth opportunities.

HAMLIN SCHOOL DISTRICT'S MISSION STATEMENT

“To prepare and equip our students to become responsible citizens and succeed in an ever-changing world.”

GUIDING BELIEFS

1. We believe that we will provide a non-threatening school environment for the well being of all students so they will have the ability to learn and develop.
2. We believe that students should be given every opportunity to learn all that they are capable of learning in the areas of academics and extracurricular activities to make them a worthwhile citizen in society.
3. We believe that the school has the responsibility to challenge, motivate, support, encourage, and believe in the abilities of all students in its care and to enhance their social and emotional well being.
4. We believe our staff will develop professionally so the use of the best educational practices will ensure a quality education for every student.
5. We believe that the unified school community should provide a model that they will foster in their students, which is the positive development of values, attitudes, and behaviors that make a responsible, productive citizen.

HAMLIN SCHOOL DISTRICT 28-3 MODEL LESSON DESIGN

The Hamlin School District believes that an effective lesson includes the following five elements. Supporting information is listed for each of the five elements.

I. OPENING

- Review
- Anticipatory set
- Focus questions to engage learners
- Statements related to learning objective
- Asking rhetorical questions to focus students on learning content
- Other

II. OBJECTIVE

- States the learner objectives expected from this lesson
- States the relevance of the objective to the learner
- Other

III. INSTRUCTION

- Hands-on learning
- Technology
- Cooperative groups
- Lecture
- Audio-visual materials
- Labs
- Discussion
- Demonstrations
- Other

IV. PRACTICE

- Oral review
- Class seat work
- Check for understanding
- Assignment
- Quiz
- Integrate technology
- Other

V. CLOSURE

- Students summarize what has been learned
- Restate the objectives or objectives
- Other

*All roman numeral topics should be included in lesson plans

HAMLIN SCHOOL DISTRICT 28-3, INSTRUCTIONAL STAFF

SUMMATIVE EVALUATION

2009-2010

Rating Interpretations:

1 – Excellent, 2 – Good, 3 – Satisfactory, 4 – Needs Improvement, 5 - Unacceptable
Attach additional comment if necessary. Narrative comments required for all “1” and “5” ratings

Name:

Probationary teacher
Continuing contract teacher
Plan of assistance

1.0 Planning the Lesson

- _____ 1.1 Develops plans with clearly stated objective
- _____ 1.2 Develops lesson plans, which utilize appropriate and relevant materials
- _____ 1.3 Follows the district's lesson design
- _____ 1.4 Develops adequate plans for substitute teacher
- _____ 1.5 Lesson plans are available for review by administration

Narrative Comments:

2.0 Teaching the Lesson

- _____ 2.1 Clearly states the objectives of the lesson
- _____ 2.2 Teaches to the stated objectives of the lesson
- _____ 2.3 Maximizes time available for on task activities
- _____ 2.4 Uses strategies to develop thinking skills
- _____ 2.5 Uses appropriate questioning techniques
- _____ 2.6 Uses strategies to motivate students
- _____ 2.7 Uses demonstration and modeling to enhance learning
- _____ 2.8 Uses reinforcement and praise effectively
- _____ 2.9 Maintains effective pacing
- _____ 2.10 Demonstrates the ability to monitor and adjust
- _____ 2.11 Uses an appropriate variety of instructional strategies
- _____ 2.12 Uses strategies to encourage active participation in learning
- _____ 2.13 Assesses student learning and provides feedback
- _____ 2.14 Incorporates technology into the classroom instruction
- _____ 2.15 Makes the subject of study relevant and meaningful
- _____ 2.16 Demonstrates ability to teach students with various ability levels
- _____ 2.17 In oral presentations, the teacher uses varied pitch, volume, and rate of speech

Narrative Comments:

3.0 Building Relationships with Students

- _____ 3.1 Demonstrates rapport with students
- _____ 3.2 Uses strategies to build rapport among students
- _____ 3.3 Uses strategies to increase student self-esteem
- _____ 3.4 Demonstrates a friendly, warm and caring manner
- _____ 3.5 Demonstrates a positive attitude in the classroom
- _____ 3.6 Demonstrates objectivity when dealing with students

Narrative Comments:

4.0 Managing the Classroom

- _____ 4.1 Teaches and reinforces social behaviors
- _____ 4.2 Uses praise effectively
- _____ 4.3 Maintains effective classroom discipline
- _____ 4.4 Uses effective organizational and management skills
- _____ 4.5 Demonstrates mobility in each class in order to monitor student behavior and academic work

Narrative Comments:

5.0 Professional Responsibilities

- _____ 5.1 Is punctual and dependable
- _____ 5.2 Wears appropriate professional attire
- _____ 5.3 Practices appropriate personal hygiene
- _____ 5.4 Is positive about the profession of teaching
- _____ 5.5 Demonstrates persistence and patience
- _____ 5.6 Demonstrates knowledge of content areas
- _____ 5.7 Communicates and interacts effectively with colleagues
- _____ 5.8 Communicates and interacts effectively with parents
- _____ 5.9 Tries and encourages new ideas
- _____ 5.10 Is receptive and responsive to suggestions for improvement
- _____ 5.11 Reinforces district and building policies and regulations
- _____ 5.12 Reinforces district's mission and goals
- _____ 5.13 Pursues professional growth

Narrative Comments:

Evaluative Comments and Conclusions:

Suggestions or Recommendations:

Additional Comments (Teacher or Supervisor) may be attached

Plan of Assistance Attached

Contract Renewal Recommended

Contract Renewal Not Recommended

Contract Recommendation Withheld Pending Further Evaluation

Conference Date

Evaluatee Signature

Evaluator Signature

HAMLIN SCHOOL DISTRICT 28-3, INSTRUCTIONAL STAFF

Pre-Observation Conference Form

To be completed by instructor before the conference to be held before the administrator completes the observation.

Instructor Name _____

Subject to be observed _____

Date and time of observation _____

Is this a new, review or extension lesson? _____

Opening

How do you plan to open the lesson? _____

Instruction

What methods and/or materials will you use to achieve the objective(s)? _____

Practice

How will you determine if the objective was achieved? _____

Closure

How do you plan to close the lesson? _____

Are there special problems to be aware of? _____

Is there a special area you want a report on? _____

HAMLIN SCHOOL DISTRICT 28-3
POST OBSERVATION CONFERENCE WORKSHEET

(Optional form for the teacher)

How did you feel about the lesson? _____

What part of the lesson do you believe went especially well? _____

Were you able to achieve the objectives of the lesson? _____

Was there anything you would have liked to change? _____

What measures would you take to change the above situation? _____

Looking back at the lesson, would you do it the same way again? _____

Other comments: _____

(Taking this form to the conference would be helpful.)

HAMLIN SCHOOL DISTRICT 28-3, INSTRUCTIONAL STAFF

Self Evaluation Worksheet Due October 15th

Teacher Name: _____

School Term: _____

1 = I do very well

2 = I do fine

3 = I would like help

4 = I need help

Category 1: Planning the Lesson

- | | | | | |
|---|---|---|---|---|
| 1. I develop plans with clearly stated objectives. | 1 | 2 | 3 | 4 |
| 2. I develop lesson plans which utilize appropriate and relevant materials..... | 1 | 2 | 3 | 4 |
| 3. I follow the district's lesson design..... | 1 | 2 | 3 | 4 |
| 4. I develop adequate plans for substitute teachers. | 1 | 2 | 3 | 4 |
| 5. I prepare lesson plans that are available for review by administrators. | 1 | 2 | 3 | 4 |

My areas of strength:

My areas in which to improve:

Category 2: Teaching the Lesson

- | | | | | |
|---|---|---|---|---|
| 1. I clearly state the objectives of the lesson. | 1 | 2 | 3 | 4 |
| 2. I teach to the stated objectives of the lesson..... | 1 | 2 | 3 | 4 |
| 3. I maximize time available for on-task activities..... | 1 | 2 | 3 | 4 |
| 4. I use strategies to develop thinking skills. | 1 | 2 | 3 | 4 |
| 5. I use appropriate questioning techniques. | 1 | 2 | 3 | 4 |
| 6. I use strategies to motivate students. | 1 | 2 | 3 | 4 |
| 7. I use demonstrations to enhance learning..... | 1 | 2 | 3 | 4 |
| 8. I use reinforcement and praise effectively. | 1 | 2 | 3 | 4 |
| 9. I maintain effective pacing. | 1 | 2 | 3 | 4 |
| 10. I demonstrate the ability to monitor and adjust. | 1 | 2 | 3 | 4 |
| 11. I use an appropriate variety of instructional strategies..... | 1 | 2 | 3 | 4 |
| 12. I assess student learning and provide feedback..... | 1 | 2 | 3 | 4 |
| 13. I incorporate technology into the classroom instruction..... | 1 | 2 | 3 | 4 |
| 14. I make the subject of study relevant and meaningful..... | 1 | 2 | 3 | 4 |
| 15. I demonstrate ability to teach students with various ability levels. | 1 | 2 | 3 | 4 |

My areas of strength:

My areas in which to improve:

Category 3: Building Relationships with Students

- | | | | | |
|--|---|---|---|---|
| 1. I demonstrate rapport with students. | 1 | 2 | 3 | 4 |
| 2. I use strategies to build rapport among students..... | 1 | 2 | 3 | 4 |
| 3. I use strategies to increase student self-esteem. | 1 | 2 | 3 | 4 |
| 4. I demonstrate a friendly, warm and caring manner. | 1 | 2 | 3 | 4 |
| 5. I demonstrate a positive attitude in the classroom..... | 1 | 2 | 3 | 4 |
| 6. I demonstrate objectivity when dealing with students..... | 1 | 2 | 3 | 4 |

My areas of strength:

My areas in which to improve:

Category 4: Managing the Classroom

1. I teach and reinforce social behaviors.	1	2	3	4
2. I use praise effectively.	1	2	3	4
3. I maintain effective classroom discipline.....	1	2	3	4
4. I use effective organizational and managements skills.....	1	2	3	4

My areas of strength:

My areas in which to improve:

Category 5: Professional Responsibilities

1. I am punctual and dependable.	1	2	3	4
2. I wear appropriate professional attire.	1	2	3	4
3. I practice appropriate personal hygiene.....	1	2	3	4
4. I am positive about the profession of teaching.	1	2	3	4
5. I demonstrate persistence and patience.....	1	2	3	4
6. I demonstrate knowledge of content areas.....	1	2	3	4
7. I communicate and interact effectively with colleagues.	1	2	3	4
8. I communicate and interact effectively with parents.	1	2	3	4
9. I try and encourage new ideas.	1	2	3	4
10. I am receptive and responsive to suggestions for improvements.	1	2	3	4
11. I reinforce district and building policies and regulations.....	1	2	3	4
12. I reinforce district's missions and goals.	1	2	3	4
13. I pursue professional growth.	1	2	3	4

My areas of strength:

My areas in which to improve:

HAMLIN SCHOOL DISTRICT 28-3, INSTRUCTIONAL STAFF

**Self Evaluation Form
Self Analysis of Teaching Videotape
Due to the principal before March 1.**

Teacher Name: _____

Please share your thoughts on the self-evaluation video that you viewed on one of your classroom lessons.

Video Date: _____ **Time/Period:** _____

Lesson Objective: _____

Lesson Activities: _____

Strengths viewed in the lesson:

Areas of concern:

As a result of this videotape, I plan to:

***Please attach a copy of the lesson plans.**

Teacher Signature: _____ Date: _____

Administrator Comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Administrator Signature: _____ Date: _____

HAMLIN SCHOOL DISTRICT 28-3, INSTRUCTIONAL STAFF

**Self Evaluation Form
Peer Observation of Classroom**

Due to the principal before March 1.

Teacher Name: _____

As part of the self-evaluation process, you have selected the peer observation component. Two colleagues must observe your teaching during the school year and share their comments on the form below.

Visit #1: Date _____ **Peer Observer** _____

Peer Comments or suggestions for improvement: _____

Visit #2: Date _____ **Peer Observer** _____

Peer Comments or suggestions for improvement: _____

******Please attach a copy of the teacher's lesson plans and/or their teacher notes for the observed days.**

Teacher Signature: _____ Date: _____

Administrator Comments:

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--

Administrator Signature: _____ Date: _____

HAMLIN SCHOOL DISTRICT 28-3, INSTRUCTIONAL STAFF

**Self Evaluation Form
Group Topical Study**

Due to the principal before March 1.

Teacher Name _____

Topic to be reviewed _____

Article 1 Name _____ **Journal name** _____

Summary:

Article 2 Name _____ **Journal name** _____

Summary:

Explain how you can use the information obtained from this group study:

Teacher Signature: _____

Date: _____

Administrator Comments:

Administrator Signature: _____

Date: _____

HAMLIN SCHOOL DISTRICT 28-3, INSTRUCTIONAL STAFF

Self Evaluation Summary of Activities

Due October 15th

Teacher Name: _____

SELF-EVALUATION ACTIVITIES

(choose any **two**)

- Student Survey
- Parent Survey
- Workshop/Conference
- Literature Review (minimum of three articles)
- Peer Classroom Visits (minimum of two)
- Peer Observation of Classroom
- Lesson Plan Analysis twice a year
- Read Book over professionally relevant topic
- Read book and participate in book reviews (meet at least 4 times with group of 3-4 staff)
- Complete a topical study (3-4 peers with 1-2 articles each)
- Take online course that addresses your identified goals.

***Activities and summary need to be completed and summarized before March 1st of each year.**

After reviewing your completed self-evaluation worksheet (p. 13-15), describe in more detail the two activities that you chose for this school term and how it will help you grow professionally.

Activity 1:

Activity 2:

Teacher Signature: _____

Date: _____

Administrator Comments:
Administrator Signature: _____
Date: _____

HAMLIN SCHOOL DISTRICT 28-3, INSTRUCTIONAL STAFF

Goal Setting Worksheet
Due October 15th

Teacher Name: _____

Statement of goal (State what it is you want to accomplish):

Why is it important for you to accomplish this goal?

How will the students at Hamlin benefit from you accomplishing this goal?

Resources needed (people, materials, inservice, etc.):

What is your detailed plan of action? List the activities and designate the steps sequentially.

How will you measure your success in terms of meeting the goal?

What is the timeline? When do you plan to start and when do you plan to end?

Teacher Signature: _____

Date: _____

Administrator Comments:

Administrator Signature: _____

Date: _____

GOAL SETTING SUGGESTIONS

- Increase parental involvement
- Work more effectively with at-risk students
- Work more effectively with gifted and talented students
- Incorporate social skills into the classroom
- Create hands-on activities
- Create learning centers
- Incorporate cooperative learning strategies
- Integrate school-to-work concepts into classroom lessons
- Incorporate technology into classroom lessons
- Incorporate the internet into classroom lessons
- Involve the community in classroom activities
- Improve students' writing skills
- Improve students' reading skills
- Improve students' computation skills
- Improve students' problem solving skills
- Improve students' speaking skills
- Improve students' listening skills
- Create rubrics for student evaluations
- Use performance based assessments in the classroom
- Create lessons to support the state content standards
- Create a cross-curricular unit with a team of teachers

HAMLIN SCHOOL DISTRICT STUDENT FEEDBACK FORM Grades 7-12

A = Always
M = Most of the time
S = Sometimes
L = Little of the time
N = Never

1.	Do you think that your teacher treats you fairly?	A	M	S	L	N
2.	Do you think that you teacher tries to make class-work fun or interesting?	A	M	S	L	N
3.	Does your teacher have a sense of humor?	A	M	S	L	N
4.	Is your teacher too easy going?	A	M	S	L	N
5.	Is your teacher too strict?	A	M	S	L	N
6.	Does your teacher take enough interest in you?	A	M	S	L	N
7.	Is your teacher patient and understanding?	A	M	S	L	N
8.	Is your teacher's voice clear and understandable?	A	M	S	L	N
9.	Does your teacher give you opportunities to have input on things?	A	M	S	L	N
10.	Does your teacher expect too much from you?	A	M	S	L	N
11.	If something were bothering you, would you feel free to go to your teacher about it?	A	M	S	L	N
12.	Does your teacher make you nervous?	A	M	S	L	N
13.	Is your teacher friendly?	A	M	S	L	N
14.	What are your teachers areas of strength?	A	M	S	L	N
15.	What concerns do you have about this teacher?	A	M	S	L	N

HAMLIN SCHOOL DISTRICT STUDENT FEEDBACK FORM Grades 7-12

A = Always
M = Most of the time
S = Sometimes
L = Little of the time
N = Never

My teacher:

1.	remains cheerful even when things go badly.	A	M	S	L	N
2.	values me as an important person.	A	M	S	L	N
3.	provides an example for me that I respect.	A	M	S	L	N
4.	really wants to help me learn.	A	M	S	L	N
5.	helps students have positive attitudes in the classroom.	A	M	S	L	N
6.	emphasizes student's good qualities and strengths.	A	M	S	L	N
7.	explains things in ways easy for me to understand.	A	M	S	L	N
8.	treats me with respect.	A	M	S	L	N
9.	helps me to feel confident that I can do well in class.	A	M	S	L	N
10.	has a good sense of humor.	A	M	S	L	N
11.	is interested in how I feel about school.	A	M	S	L	N
12.	tries to get to know and understand me.	A	M	S	L	N
13.	helps me appreciate and care about my classmates.	A	M	S	L	N
14.	laughs with us when funny things happen in class.	A	M	S	L	N
15.	enjoys listening to what I have to say.	A	M	S	L	N
16.	is a person I really like.	A	M	S	L	N
17.	makes this class interesting and exciting for students.	A	M	S	L	N
18.	uses humor appropriately.	A	M	S	L	N
19.	comes to class prepared to teach.	A	M	S	L	N
20.	knows a lot about what is being taught.	A	M	S	L	N
21.	follows through on commitments and promises.	A	M	S	L	N
22.	understands my strengths and weaknesses.	A	M	S	L	N
23.	is clear about what school work is expected of me.	A	M	S	L	N
24.	is always trying to learn more.	A	M	S	L	N
25.	is open and honest with me.	A	M	S	L	N
26.	allows me to work and learn in ways best for me.	A	M	S	L	N
27.	involves me in planning and organizing my classwork.	A	M	S	L	N
28.	shares his/her knowledge with me so I understand.	A	M	S	L	N
29.	returns tests and assignments promptly.	A	M	S	L	N
30.	treats students as individuals.	A	M	S	L	N
31.	likes to try new ways to teach students.	A	M	S	L	N
32.	is patient and careful to understand all viewpoints.	A	M	S	L	N
33.	shows excitement and enthusiasm while teaching.	A	M	S	L	N
34.	is open to new ideas.	A	M	S	L	N
35.	uses many exciting teaching approaches.	A	M	S	L	N
36.	considers students' suggestions to make class better.	A	M	S	L	N

HAMLIN SCHOOL DISTRICT 28-3
PARENT FEEDBACK FORM
Grades K-12

A = Always
M = Most the time
S = Sometimes
L = Little of the time
N = Never

Teacher Name: _____

This teacher:

- | | | | | | |
|---|---|---|---|---|---|
| 1. helps my child be successful in the classroom. | A | M | S | L | N |
| 2. helps my child develop a positive attitude for learning. | A | M | S | L | N |
| 3. emphasizes my child's good qualities and strengths. | A | M | S | L | N |
| 4. communicates effectively with me during the year. | A | M | S | L | N |
| 5. has a good sense of humor. | A | M | S | L | N |
| 6. tries to get to know and understand my child. | A | M | S | L | N |
| 7. makes the class interesting and educational. | A | M | S | L | N |
| 8. uses humor appropriately. | A | M | S | L | N |
| 9. knows a lot about what is being taught. | A | M | S | L | N |
| 10. is clear about classroom expectations. | A | M | S | L | N |
| 11. is open to learn from his/her students. | A | M | S | L | N |
| 12. returns tests and assignments promptly. | A | M | S | L | N |
| 13. treats students as individuals. | A | M | S | L | N |
| 14. uses hands-on activities effectively. | A | M | S | L | N |
| 15. is open to new ideas. | A | M | S | L | N |
| 16. considers student suggestions to make the class better. | A | M | S | L | N |

What are this instructor's strengths?

What areas of concern do you have about this instructor?