



Guntersville
CITY SCHOOLS

Educator Effectiveness Evaluation



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Vision

Excellence in all we do!

Mission

Educate, develop, and empower every student to reach their unique potential and become citizens that enrich their communities.

Philosophy of Educator Effectiveness Evaluation Model

The focus of the Guntersville City Evaluation Model is to aid teachers in the identification of areas in need of growth and to provide them with the structures and supports necessary to increase effectiveness. The observation rubrics developed by Guntersville City teachers and leaders align with instructional focuses and guide teachers and leaders in a shared understanding of specific attributes, actions, and outcomes aligned with each instructional strategy. The primary purpose of the educator effectiveness system is to support growth in instructional practice that will ultimately lead to continuous improvement and increases in student performance.

Effective Teaching in Guntersville City Schools

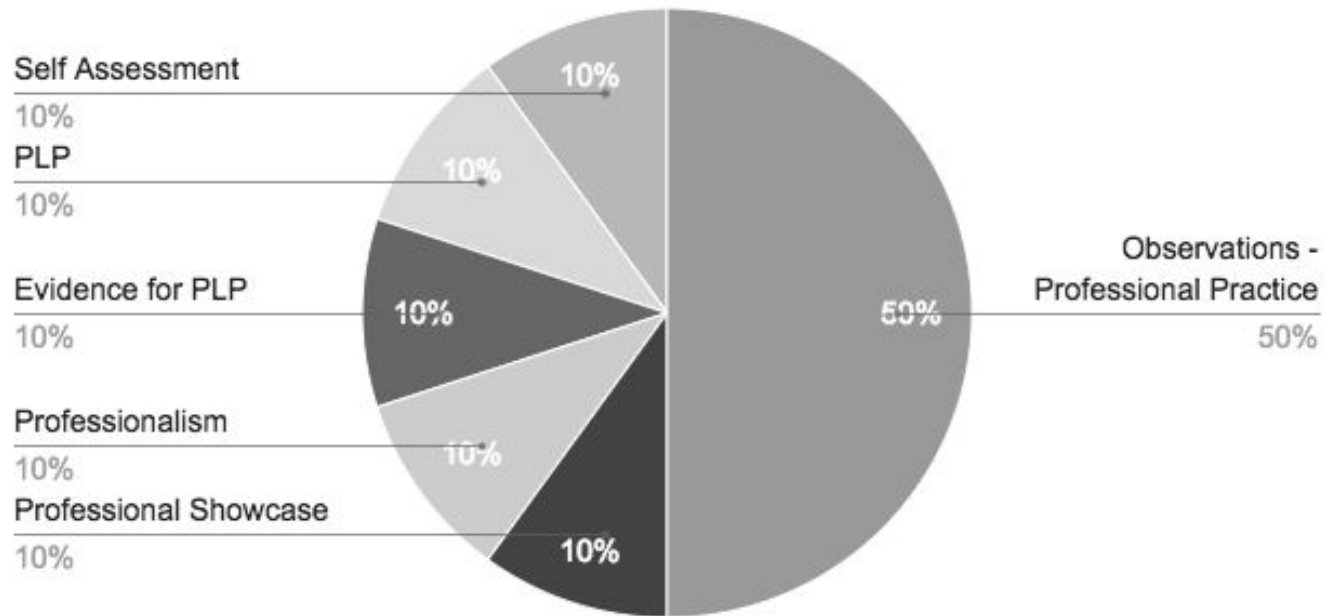
Effective teachers in Guntersville City Schools are passionate, dedicated educators who foster positive, supportive relationships to ensure students are college and career ready.

They promote academic success for all students by anchoring deep content knowledge in meaningful and relevant learning experiences.

They promote student learning by having high expectations and differentiating instruction using research-based strategies to engage students in active learning.

The faculty and staff at Guntersville City Schools are professional, lifelong learners dedicated to collaboration and reflection with colleagues and community stakeholders

Educator Effectiveness Component Overview



Educator Effectiveness Evaluation Calendar

The purpose of Educator Effectiveness Evaluation is to guide teachers in the development of quality instruction. As instructional shifts happen, our observations must support quality instruction. These rubrics are meant to mainstream the instructional focus of the district. Teachers will be asked to visit each other's classrooms and use the rubrics to have conversations around practice. Administrators will observe in classrooms focusing on identified indicator rubric areas. Observations will be unannounced, both formal and informal throughout the year.

September	Administrator Guides a Review of Rubric Content and Expectations with All Teachers Begin Peer Observations
October	Teacher Completes Self Assessment Evaluating Administrator Leads Teacher Dialogue about Self Assessment and PLP Teacher Develops PLP (Professional Learning Plan) with Administrator Teacher Continues Peer Observations Administrator Begins Informal Observations and Post Observation Dialogues <i>Focus Areas: Classroom Management - Classroom Culture - Student Engagement</i>
November	Administrator Continues Informal Observations and Peer Observations and Post Observation Dialogues <i>Focus Areas: Content Knowledge - Planning - Effective Teaching Strategies</i>
December	Administrator Continues Informal Observations and Peer Observations and Post Observation Dialogues <i>Focus Areas: Formative Assessment - Real World / Relevance - Differentiated Instruction</i>
January	Administrator Begins Second Round of Unannounced Observations and Post Observation Dialogue
May	Teacher Completes PLP Evidence through Self Reflection and Professional Showcase Summary Administrator Completes Professionalism and Professional Showcase Indicators with Teacher Administrator Completes Educator Effectiveness Summary and Reviews with Teacher Teacher and Administrator Sign Educator Effectiveness Summary

Educator Effectiveness Observation Protocol

Non-Tenured and Tenured on Cycle	<p style="text-align: center;">Semester 1</p> <p>Unannounced observations conducted by building-level administrator</p> <p>Rubrics should be used in formal observations, informal walk-throughs and shorter observations as a means of data collection throughout the year</p>	<p style="text-align: center;">Semester 2</p> <p>Minimum of 1 unannounced 30 minute observation conducted by building-level administrator</p> <p>Rubrics should be used in formal observations, informal walk-throughs and shorter observations as a means of data collection throughout the year</p>
Tenured (not on cycle)	<p>Rubrics should be used in informal walk-throughs and shorter observations as a means of data collection throughout the year. *Administrator discretion</p>	
Lesson Video Option	<p>Teachers may choose to submit a 20-30 minute video with written reflection to an administrator in lieu of one semester's observation. <i>Written reflection should include:</i></p> <ul style="list-style-type: none"> • An overview of lesson goals, an analysis of lesson design and an explanation of <i>why</i> certain strategies were chosen. • What went well in the lesson? • What you would do differently in the lesson? <p>Align video to a minimum of four instructional rubrics. Analyze strengths and weakness using district rubrics.</p>	
Feedback	<p>After a minimum of two observations (announced or unannounced), administrators will conduct a formal conversation with the observed teacher and complete the Guntersville City Schools Educator Effectiveness Post Observation Form.</p>	
Questions	<p>The following is a list of example questions that administrators may choose to ask students during an observation. This list is not an exhaustive list.</p> <ul style="list-style-type: none"> • What are you learning today? (student engagement, discourse, questioning) • How will you know that you have learned the goal for today? (to get at formative assessment) • What do you do if you do not understand something in the lesson? (to get at differentiation) • How will you use what you have learned today? (to get at real world application) • What technology do you use to help you learn? (to get at technology) • Do your classmates respect each other while in class? (to get at classroom culture/class management) 	
Collegial Coaching	<p>In Guntersville City Schools, we encourage teachers to collaborate with each other. It is the expectation that teachers and instructional support personnel (instructional coaches) will use the instructional rubrics to visit each other's classrooms and have open, non-evaluative conversations around instruction. The rubrics provide an overview of the focuses for Guntersville City Schools, and we believe that informal coaching relationships that are initiated by teachers are a powerful tool for maximizing teaching effectiveness.</p>	

Educator Effectiveness Evaluation Cycle

Annual Cycle - Every Teacher, Every Year

Self Assessment

Professional Learning Plan (PLP)

Professionalism

Evidence of Professional Learning Plan (PLP) 2 - 3 goals

Full Evaluation Cycle

All Non-tenured Teachers and At least $\frac{1}{3}$ of all Tenured Teachers

Tenured Teachers – At Least once Every Three Years
If ineffective, then teacher must complete process the following year.

Rubrics and tools for each of the components will be completed during this cycle.
Self Assessment, PLP, Professionalism, Professional Showcase, Evidence of PLP

Indicator Rubrics

Professional Practice Indicators

Professional Learning Plan (PLP) and Evidence of Professional Learning Indicators

Professionalism Indicators

Professional Showcase Indicators

Guntersville City Schools Educator Effectiveness Professional Practice Indicators

1. Classroom Management: Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior (AQTS 2.1)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> • Demonstrates little or no preparation and expectations which results in loss of instructional time • Has no established structure and routines and no apparent standards of conduct • Responds to student behavior in an inconsistent and/or disrespectful manner • Uses nonverbal and/or verbal cues to reinforce expectations • Does not manage groups or transitions 	<ul style="list-style-type: none"> • Exhibits inconsistent preparation and expectations which result in loss of instructional time • Has established routines and procedures but implementation is inconsistent • Responds to student behavior in an inconsistent but respectful manner • Uses some physical and/or verbal cues to reinforce expectations • Inconsistently manages groups or transitions 	<ul style="list-style-type: none"> • Consistently prepared and communicates clear expectations • Consistently uses established routines and procedures • Responds to student behavior in a consistent and respectful manner and develops positive relationships with students as learners • Uses a variety of physical and/or verbal cues to reinforce expectations • Manages groups and transitions successfully 	<ul style="list-style-type: none"> • Differentiates behavioral expectations based on individual student needs • Maximizes instructional time because of efficient routines and procedures • Responds to student behavior sensitively and respectfully in response to their individual needs • Adapts and creates new strategies for unique student needs and situations • Allows students to manage groups and transitions successfully
S T U D E N T S	<ul style="list-style-type: none"> • Do not follow clear routines and procedures • Do not monitor their own behavior • Ask teacher and classmates frequently about classroom routines and procedures • Are not organized between activities • Are off-task and not engaged • Do not use technology and/or other resources appropriately 	<ul style="list-style-type: none"> • Follow routines and procedures frequently with prompts • Inconsistently monitor their own behavior • Transition in a somewhat organized manner • Are somewhat on-task and engaged • Use technology and/or other resources appropriately sometimes 	<ul style="list-style-type: none"> • Follow clear routines and procedures with minimal guidance and prompting • Monitor their own behavior • Transition between activities with minimal guidance • Are on-task and actively engaged • Use technology and/or other resources appropriately 	<ul style="list-style-type: none"> • Follow all procedures and rules with no guidance • Contribute to the management of instructional groups, transitions, and the handling of materials and supplies • Demonstrate a sense of community and responsibility for themselves and others • Take initiative with their classmates to ensure that their time is used productively • Select appropriate technology and/or other resources

2. Classroom Culture and Climate: Provides a classroom environment that is safe, orderly, and stimulating, as it cultivates motivation, engagement, responsibility, and respect for all learners (AQTS – 2.2, 2.3, 2.5, 2.7, 3.2, 4.1)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> • Interacts negatively, inappropriate, or insensitively with students • Inadequately addresses student behavior • Provides environment not conducive to learning • Provides uninviting culture • Displays low expectations for students • Does not interact with students and/or is not approachable • Does not modify the physical environment to suit learning activities 	<ul style="list-style-type: none"> • Interacts appropriately but may reflect occasional inconsistencies • Attempts to respond to disrespectful behavior with limited results • Provides environment conducive to learning • Provides culture with little commitment to learning • Displays neutral expectations for students • Displays limited enthusiasm toward students or subject matter • Makes some attempt to modify the physical arrangement to suit learning activities 	<ul style="list-style-type: none"> • Interacts in a friendly, appropriate, and respect manner • Responds to disrespectful behavior in an appropriate manner • Provides a positive, orderly environment conducive to learning • Provides positive culture where learning is valued • Demonstrates high expectations for students • Engages in student/teacher discussion and provides feedback • Creates a physical arrangement appropriate for learning 	<ul style="list-style-type: none"> • Models high levels of respect, sensitivity, and compassion • Responds to disrespectful behavior • Utilizes safe and orderly environment to promote learning for all students • Provides risk-free environment which promotes individuality • Implements high expectations for all students • Fosters relationships and rapport with students • Creates a physical arrangement that is responsive to the emotional, social, physical, and cognitive needs of all learners
S T U D E N T S	<ul style="list-style-type: none"> • Interact disrespectfully with teachers and/or peers • Exhibit little or no pride in work • Display hesitation when interacting with teacher or peers 	<ul style="list-style-type: none"> • Often demonstrate disrespect to teacher or peers • Comply with teacher expectations, but does not exhibit pride in work • Demonstrate hesitation on occasion when interacting with teacher or peers 	<ul style="list-style-type: none"> • Demonstrate mutual respect for teachers and peers • Take initiative and ownership for learning to produce high-quality work • Exhibit comfortability when interacting with teacher or peers 	<ul style="list-style-type: none"> • Share a mutual respect for teacher and peers • Take pride in exceeding expectations and initiating improvement • Exhibit confidence and high regard in purposeful interactions

3. Student Engagement: Facilitates student engagement in active and authentic learning (AQTS 2.5, 2.6, 2.7)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> ● Provides direct instruction ● Does not provide opportunity for collaboration ● Provides limited questioning ● Designs activities that allow for no student choice 	<ul style="list-style-type: none"> ● Provides primarily direct instruction for academic outcomes ● Limits opportunities for peer collaboration ● Asks minimal questions related to content ● Designs activities that limit student choice 	<ul style="list-style-type: none"> ● Provides a variety of instructional strategies and encourages student ownership of learning ● Provides meaningful opportunities for student collaboration ● Formulates and uses questions to engage students in thinking at higher cognitive levels ● Designs activities that allow for student choice 	<ul style="list-style-type: none"> ● Maintains an environment for students to create their own learning ● Provides opportunity for students to formulate and solve real world problems. ● Encourages students to formulate their own questions ● Designs activities that encourage extensive choice and student-led learning
S T U D E N T S	<ul style="list-style-type: none"> ● Complete monotonous tasks and are unable to make connections ● Do not have opportunity for collaboration ● Do not ask relevant questions 	<ul style="list-style-type: none"> ● Participate passively in learning tasks ● Participate in class discussions ● Ask and answer relevant questions with teacher prompting 	<ul style="list-style-type: none"> ● Are actively engaged in learning tasks ● Discuss content with peers ● Participate in thinking at higher levels ● Ask and answer relevant questions voluntarily 	<ul style="list-style-type: none"> ● Facilitate their own learning ● Students collaborate beyond the classroom and serve as resources for one another ● Anticipate future content ● Justify answers to questions

4. Content Knowledge: Understands the content knowledge and knows the progression of content standards (AQTS 1.1, 1.2, 1.3)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> • Demonstrates inadequate understanding of the content, makes content errors • Does not correct student misconceptions • Does not teach/use content specific vocabulary • Designs lessons with little or no knowledge of content progression or scope and sequence 	<ul style="list-style-type: none"> • Demonstrates adequate understanding of the content, does not make content errors • Corrects student misconceptions without explanation • Teaches/uses content specific vocabulary • Uses knowledge of subject matter to design appropriate lessons 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of the content area • Provides explanations when correcting student misconceptions • Guides students in establishing meaningful definitions of vocabulary, uses vocabulary fluently during class • Uses expanded knowledge of subject matter to design purposeful lessons, connects teaching strands to past and future learning 	<ul style="list-style-type: none"> • Uses extensive content knowledge to design challenging lessons that integrate inquiry-based activities, project-based learning, real-life applications, and/or interdisciplinary learning • Facilitates students' higher learning to self-correct misconceptions • Facilitates student vocabulary connections to other subject areas and real world relevance
S T U D E N T S	<ul style="list-style-type: none"> • Do not use content specific vocabulary • Struggle through the content with little or no understanding of the progression of key concepts • Do not generate questions or generate irrelevant questions • Have no knowledge of instructional purpose or standards 	<ul style="list-style-type: none"> • Use content specific vocabulary • Progress through the content with some fluency • Ask relevant content specific questions • Lack understanding of instructional purpose and content standards 	<ul style="list-style-type: none"> • Use content specific vocabulary fluently and with understanding • Progress through the content with the understanding of key concepts • Participate in content specific conversations with teacher and other students • Can communicate instructional purpose and content standards 	<ul style="list-style-type: none"> • Define and explain vocabulary, provide examples to other students • Make cross-curricular connections and real-life relevance • Demonstrate higher-level-thinking in content specific conversations with teacher and other students • Engage in self - directed or collaborative learning based on mastery of standards

5. Planning: Designs instruction based on the CCRS, Alabama Quality Teaching Standards, resources, and data to address the differentiated needs of all students (AQTS 1.4, 1.5, 2.6, 2.7, 2.11, 4.1, 4.8, 4.10)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> ● Fails to plan or plans without considering best practices ● Struggles with content and does not utilize necessary resources ● Does not develop resources ● Does not prepare for misconceptions ● Plans current lesson without following or recognizing a need for pacing 	<ul style="list-style-type: none"> ● Inconsistently designs lessons and assessments based on best practices ● Is unfamiliar with content resources ● Develops some resources but are not always implemented ● Is aware of potential misconceptions but does not respond accordingly ● Does not consider long-range goals and uses only one resource for pacing and planning 	<ul style="list-style-type: none"> ● Consistently designs lessons and assessments based on best practices ● Exhibits familiarity with content and resources ● Develops and makes accessible appropriate resources ● Is prepared to respond to potential misconceptions ● Maintains appropriate pacing for the lesson 	<ul style="list-style-type: none"> ● Continually seeks and uses multiple data and real-world resources to plan lessons that are logical, sequential, and integrated across the curriculum ● Demonstrates familiarity with content scope and sequence ● Goes beyond the classroom to collect a wealth of resources ● Addresses misconceptions to further stimulate learning
S T U D E N T S	<ul style="list-style-type: none"> ● Fail to participate in class activities or respond to teacher questioning ● Are not engaged ● Demonstrate no evidence of learning 	<ul style="list-style-type: none"> ● Have limited participation during class activities ● Exhibit signs of limited engagement ● Display minimal learning 	<ul style="list-style-type: none"> ● Participate in student-centered learning facilitated by the teacher’s questioning and guidance ● Remain engaged in meaningful activities using available resources ● Exhibit desired learning goals 	<ul style="list-style-type: none"> ● Lead student-centered activities and generate higher-level questions ● Remain engaged while expanding learning and making connections to real- world ● Monitor and direct their own learning

6. Effective Teaching Strategies: Integrates a variety of effective researched-based strategies, relevant to content which engage students and facilitate active learning (AQTS 2.6)

	Ineffective	Developing	Effective	Exemplary
TEACHER	<ul style="list-style-type: none"> Does not present lesson in logical sequence Does not prepare students to interact with new knowledge Does not ask questions at appropriate intervals Implements processing time Does not present new information in multiple ways Does not use varied resources 	<ul style="list-style-type: none"> Presents lessons in logical sequence inconsistently Prepares student to interact with new knowledge Asks questions before, during and after lesson Uses processing time inconsistently Presents new information in limited number of ways Uses limited number of resources and has limited knowledge of outside resources 	<ul style="list-style-type: none"> Presents lessons in logical sequence Prepares students to interact and link new knowledge (scaffolding) Asks high-level questions before, during and after lesson Uses processing time consistently Presents new information in multiple ways Uses varied resources outside of textbooks 	<ul style="list-style-type: none"> Presents lessons in logical sequence with smooth transitions between sequence of lessons Uses creative ways to interact and link new knowledge Guides students to create high-level questions before, during and after lesson Creates and adapts new strategies to present information Uses varied resources based on individualized need of students
STUDENT	<ul style="list-style-type: none"> Do not follow sequence of lesson Do not link knowledge Do not answer questions on topic Do not make connections between learning and strategies Do not use resources as directed 	<ul style="list-style-type: none"> Are unaware of logical sequence of the lesson Interact and link new knowledge Answer questions Utilize teacher directed strategies to represent new knowledge Use a limited variety of resources without connection to application 	<ul style="list-style-type: none"> Anticipate the sequence of the lesson Interact and link new knowledge in varied ways Ask and answer high-level questions Select from teacher directed strategies to represent new knowledge Use a variety of resources and seek out other appropriate resources for learning 	<ul style="list-style-type: none"> Self-direct the sequence of lesson Interact and link new knowledge in varied ways based on individualized student needs Lead discourse and discussions related to the lesson without teacher prompting Self-select appropriate strategy to represent new knowledge Choose the appropriate resource to benefit individualized learning

7. Formative Assessment: Administers assessments regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning (AQTS 2.8, 2.10)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> Does not utilize formative assessments Does not provide feedback Does not address formative assessment misconceptions 	<ul style="list-style-type: none"> Creates formative assessment criteria not clearly aligned to instructional outcomes Does not use formative assessment data to drive instruction Does not address formative assessment misconceptions in a timely manner 	<ul style="list-style-type: none"> Develops formative assessment criteria clearly aligned to instructional outcomes Adjusts instruction in a timely manner based upon the results of data, information or artifacts Addresses misconceptions of student learning 	<ul style="list-style-type: none"> Creates formative assessments based on individual student needs Makes immediate adjustments to instruction Uses formative assessment results to work with individual students
S T U D E N T S	<ul style="list-style-type: none"> Have no opportunity to receive feedback Do not make changes for improvement Unaware of their own progress towards mastery 	<ul style="list-style-type: none"> Attempt to make adjustments for improvement Participate minimally with teacher feedback Demonstrate understanding 	<ul style="list-style-type: none"> Have various opportunities to demonstrate understanding Have evidence of their growth and learning Use student/teacher feedback and assessment results to demonstrate growth 	<ul style="list-style-type: none"> Set their own learning goals based on formative assessment results Create rubrics to monitor and adjust learning outcomes Use formative assessment results to direct next steps

8. Real-World/ Relevance: Incorporates relevant instruction and learning experiences derived from real-world situations that are meaningful to students (AQTS 1.3, 3.7, 3.8)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> ● Makes no connections to student or real-world experiences ● Does not utilize tools and resources to make real-world connections ● Poses basic knowledge level questions 	<ul style="list-style-type: none"> ● Makes some connections to real-world experiences without demonstrating application ● Utilizes some tools and resources to make real-world connections ● Asks real world questions without relevance 	<ul style="list-style-type: none"> ● Incorporates student experiences, interests, and real-world situations in instruction including problem-solving activities, connecting lessons to community, society, and current events ● Utilizes a variety of technology that support real-world learning ● Incorporates 21st century skills that prepare students to meet future challenges 	<ul style="list-style-type: none"> ● Provides students with opportunities to apply content to community, society, and current events ● Utilizes a variety of technology to create a product that exemplifies real-world relevance ● Provides learning opportunities to demonstrate competence and mastery of 21st century skills (critical thinking, problem solving, creativity, collaboration, communication, and innovation)
S T U D E N T S	<ul style="list-style-type: none"> ● Answer basic recall, knowledge level questions ● Lack use of tools and resources to make real-world connections ● Make no connections to real-world experiences ● Cannot connect learning to prior knowledge 	<ul style="list-style-type: none"> ● Respond to real-world questions without justification ● Utilize a limited number of tools and resources to make real-world connections with teacher direction ● Answer real-world problems without application ● Connect learning to prior knowledge and 	<ul style="list-style-type: none"> ● Pose and respond to real-world questions with justification ● Utilize appropriate tools and resources to model real-world application ● Collaborate with teacher and peers to solve real-world problems and communicate knowledge and understanding in a variety of real-world forms ● Connect learning to prior knowledge and personal interests 	<ul style="list-style-type: none"> ● Formulate questions, initiate topics, and make unsolicited contributions ● Choose and utilize appropriate tools and resources to model real-world application ● Collaborate to address complex, authentic problems which require innovative approaches to solving ● Connect, justify, and apply content to personal interests and goals

		personal interest inconsistently		<ul style="list-style-type: none"> Think critically and act on real-world experiences
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9. Differentiated Instruction: Provides challenging content as well as addresses and supports each student's individual learning differences (AQTS 1.5)				
	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> Prepares one lesson structure for all students and accommodates without purpose Meets with small groups rarely Uses no assessment or monitoring of student growth; feedback is absent or of poor quality Incorporates little to no technology 	<ul style="list-style-type: none"> Prepares variety of lesson structures that are suitable for most of the class Provides small group opportunities Uses assessment sporadically to support instruction Incorporates technology with little differentiation 	<ul style="list-style-type: none"> Prepares variety of lesson structures and accommodations for individual students Provides remediation, enrichment and acceleration by using flexible grouping strategies Uses formative and summative assessment data to monitor student growth Incorporates individual technology applications/programs 	<ul style="list-style-type: none"> Designs lesson structures to engage all students in high level cognitive activity Differentiates appropriately for individual learners allowing opportunities for student choice Integrates differentiated assessments into instruction extensively
S T U D E N T S	<ul style="list-style-type: none"> Participate in the same task with same support Answer only low-level questions Use little to no technology applications/programs 	<ul style="list-style-type: none"> Participate in the same task/small groups with some variation in support Answer some higher level questions Use limited technology 	<ul style="list-style-type: none"> Participate in small group instruction that reflects their needs Answer questions at all cognitive levels Use appropriate technology applications/programs 	<ul style="list-style-type: none"> Experience success on all levels while working on a variety of activities and able to explain their learning Answer and asks questions at a variety of levels and engages in fluid discussion Use technology to advance learning

Guntersville City Schools Educator Effectiveness

Professional Learning Plan (PLP) and Evidence of Professional Learning Indicators

	Ineffective	Developing	Effective	Exemplary
Self Assessment and Professional Learning Plan	<ul style="list-style-type: none"> ● Does not complete self-assessment. ● PLP is not complete 	<ul style="list-style-type: none"> ● Completes self-assessment ● PLP is completed with indicators not aligned to self assessment. 	<ul style="list-style-type: none"> ● Thoughtful completion of self-assessment ● PLP includes a minimum of two indicators aligned to the self-assessment. 	<ul style="list-style-type: none"> ● Written and oral reflections seem to demonstrate maturity, depth of thinking, and a strong commitment to continuous professional growth. ● Indicators on PLP align with self-assessment needs which includes plans for future growth ● Teacher mentors and coaches other teachers in development of effective PLP Plan.
Evidence for Professional Learning Plan	<ul style="list-style-type: none"> ● Evidence of learning does not match learning targets assigned in PLP. ● Evidence is entered once at the end of the school year. 	<ul style="list-style-type: none"> ● Evidence is entered once a semester. ● Learning Targets are loosely connected to the professional growth desired. ● Evidence of learning targets loosely matches learning targets assigned in the PLP. 	<ul style="list-style-type: none"> ● Evidence is entered throughout the school year as teachers complete tasks aligned with their indicator. ● At least two pieces of evidence to support each given indicator. 	<ul style="list-style-type: none"> ● Evidence is entered throughout the school year as teachers complete tasks aligned with their indicator. ● At least three pieces of evidence to support each given indicator.

				<ul style="list-style-type: none"> ● Learning Targets match the professional growth desired in the PLP. ● Teacher mentors/coaches other teachers to the development of an effective PLP plan.
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Guntersville City Schools Educator Effectiveness Professionalism Indicators

	Ineffective	Developing	Effective	Exemplary
Lesson Plans (AQTs 2.6)	<ul style="list-style-type: none"> ● No Lesson Plans ● Multiple lesson plans missing 	<ul style="list-style-type: none"> ● Lesson plans submitted late ● Lesson plans are vague ● Lesson plans not aligned to appropriate standards 	<ul style="list-style-type: none"> ● Lesson plans submitted on time ● Lesson plans aligned to ACOS/CCRS ● Lesson plan gives details of teaching strategies as well as student activities 	<ul style="list-style-type: none"> ● Lesson plans submitted on time ● Lesson plans aligned to ACOS/CCRS ● Lesson plans adjusted as needed throughout the week ● Lesson plans give a day-by-day analysis in terms of teacher and student actions/activities
Attendance (AQTs 5.4)	<ul style="list-style-type: none"> ● Teacher is consistently absent. ● Teacher is consistently late for school or leaves early ● Teacher is absent from assigned duties ● Teacher does not notify administrator or school designee of absence. ● Teacher leaves no plans for absence ● Teacher does not secure a substitute teacher 	<ul style="list-style-type: none"> ● Teacher is occasionally absent ● Teacher is occasionally late for school or leaves early ● Teacher occasionally misses or is late for duty ● Teacher leaves vague plans for absence 	<ul style="list-style-type: none"> ● Teacher is not un-necessarily absent ● Teacher is on-time consistently and rarely leaves early. ● Teacher is at assigned duty on time ● Teacher prepares lesson plans for planned absence. ● Teacher requests substitute for absence through Kelly Services ● Teacher alerts proper administrative personnel about absence 	<ul style="list-style-type: none"> ● Teacher is always at school between designated hours ● Teacher is always at assigned duty ● Teacher prepares detailed lesson plans for planned absence.
Appearance /Dress (AQTs 5.4)	<ul style="list-style-type: none"> ● Does not meet professional appearance/dress standards. 	<ul style="list-style-type: none"> ● Inconsistent professional appearance/dress for lessons being taught. 	<ul style="list-style-type: none"> ● Consistent professional/appropriate dress for lessons being taught. 	<ul style="list-style-type: none"> ● Sets example for professional dress while displaying the role of leader of classroom.

Student Data (AQTS 2.10, 5.5)	<ul style="list-style-type: none"> Attendance not posted daily Grades not posted until the end of the grading period 	<ul style="list-style-type: none"> Attendance submitted but not in a timely manner Some, but not all grades updated weekly 	<ul style="list-style-type: none"> Attendance submitted in a timely manner for required post Grades are updated weekly and posted on time 	<ul style="list-style-type: none"> Attendance submitted on a timely manner and address discrepancies Grades are updated weekly, posted on time, and the comments tool is utilized.
Participation in meetings and school / district-required professional development (AQTS 5.2)	<ul style="list-style-type: none"> Exhibits unprofessional behavior (talking, passing notes, on phone, chewing gum, disrespectful to facilitator and/or other colleagues) Unprepared/doesn't participate in meeting content Rarely attends Usually leaves early Does not enroll in STIPD 	<ul style="list-style-type: none"> Poor attendance/late Rarely participates in meeting content Enrolls in STIPD after being prompted 	<ul style="list-style-type: none"> Punctual Prepared for the meeting/dressed professionally Exhibits professional behavior towards the facilitator and other colleagues Active participant in the meeting content Enrolls in STIPD before the activity 	<ul style="list-style-type: none"> Early for meeting Co-facilitates meeting/takes initiative Uses meeting content for turnaround trainings or classroom practice Provides feedback in a professional way about the meeting through surveys
Social Media (AQTS 5.4)	<ul style="list-style-type: none"> Uses personal or organizational social media platforms in a manner which violates federal or state law, local board policy, and/or the Teacher Code of Ethics. Uses personal or organizational social media platforms where the school organization and/or the Talladega County Board of Education are a topic of focus and the material is filled with discourse, potential breaches of confidentiality, and/or creates alienation and negativity among stakeholders. Uses social media platforms as described which results in a major disruption to the 	<ul style="list-style-type: none"> Uses personal or organizational social media platforms in a manner which is often unbecoming to a professional educator and/or reflects poorly upon the school organization and/or the Guntersville City Board of Education. 	<ul style="list-style-type: none"> Uses personal or organizational social media platforms where all use is conducted in a manner which reflects positively on the education profession and their personal practice as an educator. Uses personal or organizational social media platforms in a manner where all instances in which the school organization and/or the Guntersville City Board of Education are a topic of focus are free of discourse, breaches of confidentiality, and/or comments or media which create alienation and negativity among stakeholders. 	<ul style="list-style-type: none"> Uses personal or organizational social media platforms as described within Effective and... Utilizes social media within the educational environment to effectively communicate with all stakeholders and engage learners for instructional purposes. Utilizes social media for personal professional growth and networking. Utilizes social media with other educators in a leadership capacity designed to promote and improve educational "best practice".

	effective functioning of the organization and/or the school day.			
Professional Interactions & Communication (AQTS 5.1, 5.4) Parent Communication Evidence Required	<ul style="list-style-type: none"> No attempts at parental contact Not responding to parental concerns Educator conduct/interactions are negative and unprofessional among colleagues, parents and students Does not use proper channels to address concerns 	<ul style="list-style-type: none"> Inconsistently attempts to contact parents Not responding in a timely manner to parental concerns Educator conduct and interactions are inconsistent Seeks to use proper channels to address concerns 	<ul style="list-style-type: none"> Consistently contacts parents(positive/negative), schedules conferences with parents as deemed appropriate Responding in a timely manner to parent concerns Educator conduct and interactions are positive and professional Uses proper channels to address concerns 	<ul style="list-style-type: none"> Consistently contacts/informs parents through technology such as Remind, Blogs, school website... All interactions with colleagues are professional and positive Educator is quick to promote the positive and seeks solutions where there is negativity from others Encourages and leads colleagues in local problem-solving
FERPA/IEP/504	<ul style="list-style-type: none"> Has no working knowledge of local, state and federal requirements. Does not adhere to local, state, and federal requirements. 	<ul style="list-style-type: none"> Limited knowledge of local, state and federal requirements Loosely adheres to local, state and federal requirements 	<ul style="list-style-type: none"> Complies with local, state, and federal requirements related to students' and teachers' and student plans including those with IEPs. 	<ul style="list-style-type: none"> Encourages and works with colleagues to participate in relevant dialogue regarding new regulations and requirements and their implications for classroom teaching and learning.
	<ul style="list-style-type: none"> Due to legal implications, every teacher must meet effective or exemplary standards 			
Ethics/Confidentiality	<ul style="list-style-type: none"> Fails to comply to state & federal laws Participates in inappropriate student disclosures 	<ul style="list-style-type: none"> Maintains the Alabama Educator Code of Ethics 	<ul style="list-style-type: none"> Maintains information according to state and federal law Stores and manages sensitive information in a secure location Recognizes appropriate and inappropriate places to discuss student information Maintains professional ethics in the school and the community Adheres to Alabama Educator Code of Ethics 	<ul style="list-style-type: none"> Models ethical behavior in accordance to the Alabama Educator Code of Ethics Serves as a model for the appropriate time for disclosure of student information
Communication, Participation in	<ul style="list-style-type: none"> Attendance and punctuality at meetings are inconsistent 	<ul style="list-style-type: none"> Attendance and punctuality are somewhat consistent 	<ul style="list-style-type: none"> Attendance and punctuality are consistent 	<ul style="list-style-type: none"> Is prepared with materials & ready to participate

Collaborative Learning, Peer Observation to Improve Achievement and School Environment	<ul style="list-style-type: none"> • Does not report prepared with necessary materials • Does not actively engage in learning • Does not implement knowledge learned via collaboration • Does not participate in peer observations 	<ul style="list-style-type: none"> • Reports somewhat prepared with materials • Is attentive and somewhat engages in learning • Inconsistently implements knowledge learned via collaboration • Participates in peer observation with no instructional purpose or benefit. 	<ul style="list-style-type: none"> • Reports prepared with materials consistently • Is focused and actively engages in learning • Consistently applies knowledge, skills, and strategies gained via collaboration • Leaves meeting with clear next steps for adjustments to instruction • Participates in peer observations which result in instructional benefits 	<ul style="list-style-type: none"> • Makes clear connections between learning and instruction • Shares knowledge, skills, and strategies obtained via collaboration with other peers in follow up meetings • Leads others and self in developing steps for implementation of learning • Initiates peer observations as reflective learning tool for improving achievement
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Guntersville City Schools Educator Effectiveness Professional Showcase Indicators

Professional Showcase is an opportunity to honor achievements, accomplishment, service and performance.

Directions:

1. This document is provided to each employee to assist tracking activities performed throughout the year.
2. Use the Professional Showcase Indicators to complete the Professional Showcase Summary Form. It is advised that points be updated each nine weeks. Points will be compiled within the last 15 days of the school year and submitted to the administrator / evaluator.
3. Points are used to guide whether a teacher is considered performing at an ineffective, developing, effective, or exemplary level in this area.

**Additional points may be awarded at the principal's discretion for activities not specifically listed.*

Ineffective	Developing	Effective	Exemplary
0-5 points yearly	6-12 points yearly	13-20 points yearly	21+ points yearly

Category	Level 1 One Point	Level 2 Two Points	Level 3 Three Points
National Board Certified Teacher or Equivalent		Working Toward	Yes
Degree Level	Masters (or Acquiring)	Ed. S. (or Acquiring)	Doctorate (or Acquiring)
PD Hours Above Required (50 hours in 5 years required)	5-10 hours	11-20	21+ hours

Committees	Serve on 1 local committee	Serve on 2 local committees	Serve on 3+ local, district, state, or national committees
Attends school events not required (as spectator)	1- 3 events	4-6 events	6+ events
Grants	Apply for a local grant	Apply for a state grant	Apply for a national grant
Professional Memberships	Member of 1 organizations	Member of 2 organizations	Member of 3+ organizations
		Attends organization's meeting	Serves on organization's board/Presents at state or national conferences
Interns	Observational intern	Practicum teacher	Student teacher
Mentor			Yes
Coach/Sponsor School Sports		1 sport	2+ sports
Coach/Sponsor School Affiliated Fine Arts		1 semester (auxiliary)	2 semester
Clubs (Sponsor)	Sponsor of 1 club	Sponsor of 2 clubs	Sponsor of 3+ clubs
Club (Competition/ Community Participation)	Compete at 1 local competition or participate in 1 community event	Compete at 2 competitions or participate in 2 community events	Compete at 3 competitions or participate in 3 community events
Community Participation	1 event	2-3	4+
Department Head / Grade Rep.			Yes
Fundraising	1 events	2 – 3 events	4+ events
Tutoring (Ext. Day, Credit Recovery)	1 day a week	2 days a week	3-5 days a week
Open House / PTO	Yes		

Orientation	Yes		
Summer Programs	1 event	2 events	3+ events
Teach adult classes Career Tech			Yes
Field Trips	1 trip	2 trips	3+ trips or coordinates trip
Chaperone after hour school event	1 event	2 events or 3+ hours	3+ events or 6+ hours
Supervisory Duties	Completes those assigned	Volunteers for additional duties	
Provides for student needs	Minimal needs (pens / pencils, snacks, paper, etc.)	Moderate needs (meals, clothing, etc)	Significant needs (Christmas, graduation, prom attire)
Higher Ed Collaboration	Attend meetings to foster collaborative partnerships with academic organizations that enhances student achievement	Establishes collaborative partnership with academic organizations and create a plan to enhance student achievement	Lead implementation efforts with collaborative partnerships with academic organizations that enhances student achievements
School Programs/Events (choir concerts, band concerts, graduation, prom, drama performance, dances, etc)	1 – 9 hours of student preparation	10 – 15 hours of student preparation	16+ hours of student preparation
Parental Contact/Conferences	1-5 contacts	6-10 contacts	11+ contacts
Facilitates Professional development	At department/grade level	At school level	At district level
Maintains Website		Monthly	Weekly
Maintaining Grades	Grades updated weekly		
Book Studies	Participates in study group using professional literature	Participates in a professional book study with a small group	Leads a book study on professional material

Classroom Work Hours Afterschool	1-5	6-9	10+
Principal Approved Item			
Principal Approved Item			
Principal Approved Item			

Guntersville City Schools Educator Effectiveness Coaching Questions

Classroom Management

1. What procedures and routines do you use in your classroom?
2. How do you handle student behaviors?
3. What verbal and nonverbal cues do you use to reinforce classroom expectations?
4. How do you teach transitions?
5. How do you develop positive relationships with your students?

Classroom Culture and Climate

1. How do you respond to disrespectful behavior?
2. How do you ensure that you have a positive classroom environment?
3. What classroom arrangements do you use to promote learning?
4. How do you make sure every student feels valued in your classroom?
5. How do you celebrate student successes?

Student Engagement

1. How do you make sure your students are making real world connections?
2. When do you provide opportunities for student collaboration?
3. How do you use higher level questioning to engage your students?
4. Do you plan activities that allow students to have a choice? If so, give some examples.
5. How you encourage students to ask and answer relevant questions voluntarily?
6. What evidence do you have that students are engaged?

Content Knowledge

1. How do you connect your content to past and future learning?
2. How do you address student misconceptions?
3. How do you get students to not only learn new vocabulary but use it appropriately?
4. What resources are you using to deepen students' understanding of content?
5. How do you provide opportunities for student engagement in meaningful conversations?

Planning

1. How do you plan short- and long-term goals/learning targets?
2. What evidence do you have that it was an effective lesson?
3. What tools and strategies do you use to keep students engaged?
4. Did you plan extension and/or intervention activities?
5. How are you helping your students monitor their own learning?

Effective Teaching Strategies

1. How do you scaffold student learning throughout a lesson?
2. Do you present information in a variety of ways? If so, give some examples.
3. What questioning strategies do you use to ensure higher-level thinking?
4. How do you plan effective teaching strategies?
5. How do you ensure that students have appropriate resources to benefit their individualized learning?

Formative Assessment

1. What formative assessment activities do you regularly employ in your classroom?
2. How do you use the information gathered via formative assessments to guide your instruction?
3. How do you give students immediate and/or timely feedback about their learning?
4. How do you monitor student progress?
5. How do you document your formative assessment results in order to guide your instruction and share with stakeholders?

Real-World/Relevance

1. How do you make real-world connections to your content? What are some examples?
2. Do you include problem-solving activities that encompass real-world situations? If so, give some examples.
3. What technology do you use that supports real-world learning?
4. How do you make connections between disciplines?
5. How do you connect content with your students' interests?

Differentiated Instruction

1. How do you address individual student needs and learning styles in your instruction?
2. How do you accommodate, modify, and adapt instruction to meet students' needs?
3. How do you ensure that all students experience success?
4. How do you use data to differentiate instruction and monitor student growth?
5. Do you incorporate individual technology applications/programs? If so, give some examples.

Forms

Self Assessment Summary Form
Professional Learning Plan - PLP Form
Professional Showcase Summary Form
Observation Notes Form (administrator)
Post Observation Form (administrator)
Educator Effectiveness Evaluation Summary (administrator)

Guntersville City Schools Educator Effectiveness Self Assessment Summary

Teacher Name _____

Date of Completion _____

Please refer to Professional Practice Indicator Chart and score your performance in each of the areas of practice by placing an X in the column.

INDICATORS	Ineffective 1	Developing 2	Effective 3	Exemplary 4
Classroom Management				
Classroom Culture and Climate				
Student Engagement				
Content Knowledge				
Planning				
Effective Teaching Strategies				
Formative Assessment				
Real World / Relevance				
Differentiated Instruction				
Professionalism				

Professional Showcase Goal				
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To be completed and turned in to supervising administrator as a summary of self - evaluation.

Guntersville City Schools Educator Effectiveness Professional Learning Plan (PLP)

Teacher Name _____ School Year _____ - _____ School _____

School Wide Goal:		
Timeline:		
How will I plan to achieve the goal? (Ex: PD, Data Meetings, Book Studies, Classroom Implementation, Teacher Collaboration, Peer Observations)	How will I measure my success?	Evidence (minimum of 3):

Personal Goal:		
Timeline:		
How will I plan to achieve the goal? (Ex: PD, Data Meetings, Book Studies, Classroom Implementation, Teacher Collaboration, Peer Observations)	How will I measure my success?	Evidence (minimum of 3):

Personal Goal:		
Timeline:		
How will I plan to achieve the goal? (Ex: PD, Data Meetings, Book Studies, Classroom Implementation, Teacher Collaboration, Peer Observations)	How will I measure my success?	Evidence (minimum of 3):

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Teacher Signature _____ Date _____ Administrator Signature _____ Date _____

Guntersville City Schools Educator Effectiveness Professional Showcase Summary

Teacher Name _____ Date _____

CATEGORY	1 Point	2 Points	3 Points		CATEGORY	1 Point	2 Points	3 Points
National Board Certified					Orientation			
Degree Level					Summer Programs			
PD Hours Above 10 Required Yearly					Teach Adult Ed. Classes / Career Tech			
Committees					Field Trips			
Attends School Events not Required					Chaperone After Hours Events			
Grants					Supervisory Duties			
Professional Memberships					Provides for Student Needs			
Interns					Higher Ed Collaboration			
Mentor					School Programs / Events			
Coach/Sponsor School Sports					Parental Contact / Conferences			
Coach / Sponsor Fine Arts					Facilitates Professional Development			
Club Sponsor					Maintains Website			
Club Competition /Community Participation					Maintains Grades			
Community Participation					Book Studies			
Department Head / Grade Rep.					Classroom Work Hours Afterschool			
Fundraising					Principal Approved Item			

Tutoring (Ext. Day, Credit Recovery)					Principal Approved Item			
Open House / PTO					Principal Approved Item			

Calculate total points and Circle Corresponding Category. Complete and submit to administrator / evaluator.

TOTAL POINTS _____ Ineffective 0-5 pts. Developing 6-12 pts. Effective 13-20 pts. Exemplary 21+ pts.

Guntersville City Schools Educator Effectiveness Observation Notes

Optional Form

Teacher Name _____

Administrator Completing Evaluation _____ **Dates of Observation** _____

Time of Observation _____ **Subject / Situation / # of Students** _____

Standards Observed and Notes

Classroom Management

Classroom Culture and Climate

Student Engagement

Notes

Content Knowledge

Planning

Effective Teaching Strategies

Notes

Formative Assessment

Real World / Relevance

Differentiated Instruction

Notes

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Guntersville City Schools Educator Effectiveness Post Observation Form

Teacher Name _____ School Year _____ - _____ School _____

Standard Observed:		
List evidence of Teacher Strengths	List items of Concern(s)	Next Step(s)

Standard Observed:		
List evidence of Teacher Strengths	List items of Concern(s)	Next Step(s)

Standards:

Classroom Management - Classroom Culture and Climate - Student Engagement
Content Knowledge - Planning Effective Teaching Strategies
Formative Assessment - Real World / Relevance - Differentiated Instruction
Professionalism - Professional Showcase

Guntersville City Schools Educator Effectiveness Evaluation Summary

Teacher Name _____

Administrator Completing Evaluation _____

Dates of Observations _____ Date of Completion _____

Please refer to indicator charts and score teacher performance in each of the areas of practice by placing an **X** in the column.

INDICATORS	Ineffective 1	Developing 2	Effective 3	Exemplary 4
Classroom Management				
Classroom Culture and Climate				
Student Engagement				
Content Knowledge				
Planning				
Effective Teaching Strategies				
Formative Assessment				
Real World / Relevance				
Differentiated Instruction				
Professionalism				
Professional Showcase				

Completion of Self Assessment , PLP & PLP Evidence				
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To be completed and reviewed by supervising administrator with teacher.

Teacher Signature _____ Date _____ Administrator Signature _____ Date _____