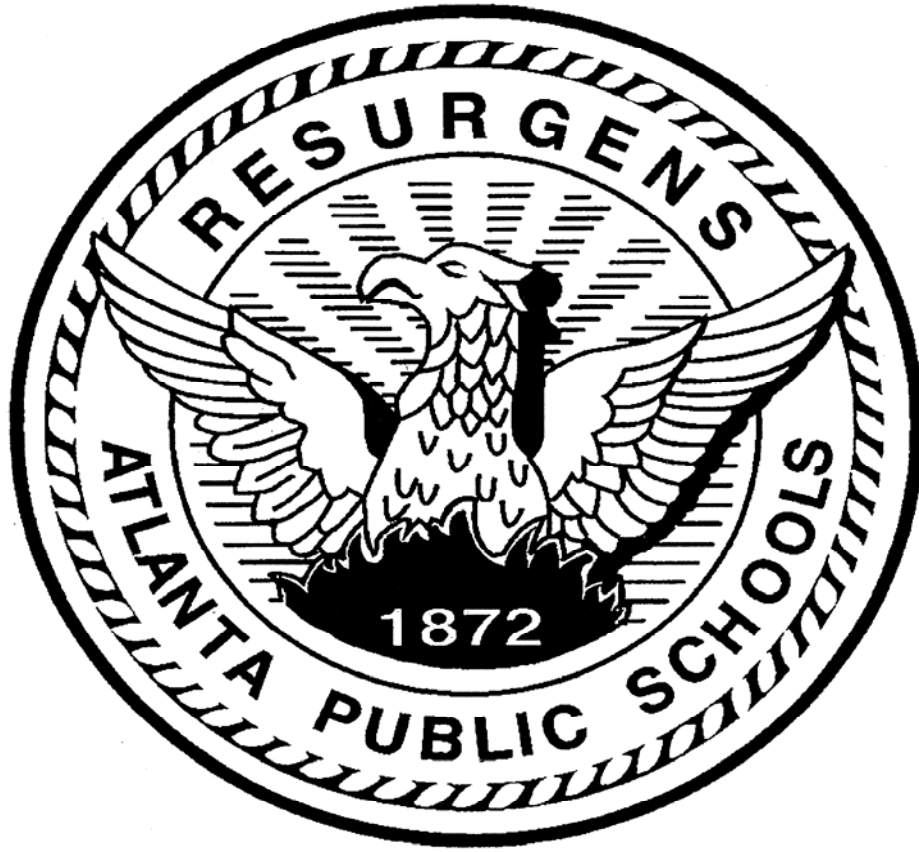


ATLANTA PUBLIC SCHOOLS
ATLANTA TEACHER EVALUATION PROCESS



IMPLEMENTATION PROCEDURES AND GUIDELINES

REVISED 2009

Atlanta Board of Education

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ATLANTA TEACHER EVALUATION PROCESS

PURPOSE AND INTENT

The Atlanta Teacher Evaluation Process (ATEP) is designed to provide an objective and constructive assessment of teacher performance. The instrument is designed to provide feedback to teachers that will help them to move along the continuum from needing improvement to exceeding expectations. The Teacher Performance Evaluation Instrument (TPEI) represents only a sampling of the total range of teacher performance. It is not intended to be all encompassing; no evaluation instrument can be.

The evaluator is expected to utilize his/her experience, training, and common sense to make the most fair and accurate evaluations of performance. Teacher evaluation is an integral component in the process of improving teaching and learning. An effective evaluation program results when teachers are treated as professionals and evaluators are successful in using evaluations to reinforce effective practices and to improve teaching. Additional purposes of the annual performance evaluation are:

- To identify and reinforce effective teaching practices;
- To identify areas where development can improve instructional effectiveness;
- To identify teachers who do not meet the minimum standards so that appropriate action can be taken.

ATEP BACKGROUND

1995 - 1996	Atlanta Board of Education charged the Superintendent to develop a new teacher evaluation instrument and process
1997	Summer Pilot Testing of the Teacher Evaluation Supplement; Study and Evaluation by UGA
1997-1998	Implementation of the TES with the GTEP for teachers seeking tenure recommendation
1998-1999	Implementation of the ATEP which included the TPEI & GTEP for all teaching staff: Validity and Reliability Study by GSU
1999	Summer Refinement of the ATEP; Repeat Validity and Reliability Study
1999-2000	Implementation of the ATEP for all teaching staff
2000-2001	Summer Refinement of the ATEP; Changes in Dates of the process
2001-2002	A+ Education Reform Act, Changes in dates of the process
2002-2009	Changes in dates of the process
2009-2010	Summer Refinement of the ATEP; Changes in the Dates of the process

TEACHER RESPONSIBILITY

Teachers may request conferences whenever there is a question or a concern regarding an assigned rating with which they disagree. The overall intent of the evaluation process is to promote continuous growth and improvement in the teacher's ability to deliver the instructional program in the most effective manner possible.

WHAT ARE THE COMPONENTS OF THE ATLANTA TEACHER EVALUATION PROCESS?

The evaluation process consists of two components:

- Teacher Performance Evaluation Instrument (TPEI)
- Atlanta Teacher Duties and Responsibilities Instrument (ATDRI) which includes but is not limited to the portfolio

EVALUATION INSTRUMENTS

The Atlanta Teacher Evaluation Process (ATEP) includes the use of two instruments — the Atlanta Teacher Performance Evaluation Instrument (TPEI) and the Atlanta Teacher Duties and Responsibilities Instrument (ATDRI). These two instruments shall be used for annual evaluation of teaching personnel employed for 120 days or more, who are employed at least half time, and are required to have a teaching certificate. Exceptions to this rule include the following:

- Atlanta Public Schools (APS) will determine which evaluation program is appropriate for personnel who are required to have a teaching certificate but who are serving in **multiple roles**, such as teacher-leadership, teacher-counselor, etc. Only one evaluation program will be used for each individual. The individual will receive an orientation to the appropriate program.
- **Special groups of teachers**, such as *registrars*, **who do not hold regular classroom teaching roles** will be evaluated using applicable portions of the ATDRI and appropriate additional criteria as specified by APS. The teacher must receive a written statement of the criteria and an orientation to them prior to their use in the evaluation of the teacher.
- Teachers who are employees any portion of the year must be evaluated with the ATDRI. The TPEI may be used with teachers employed **fewer than 120 days to provide feedback**. Teachers must receive an orientation to the ATEP and a statement of the criteria on which they will be evaluated.
- All teachers evaluated using any portion of the Atlanta Teacher Evaluation Process must receive a copy of this ATEP: Evaluation Manual and must receive an Annual Evaluation Summary Report according to the guidelines in this manual.

WHICH STAFF MEMBERS ARE EVALUATED WITH THE TPEI?

All Teachers, tenured and non-tenured, are evaluated on the Atlanta Teacher Evaluation Process.

REQUIREMENTS FOR TRAINING

Trained system evaluators must conduct evaluation activities. A trained ATEP evaluator is defined as an individual who has attended all approved, required ATEP training sessions, and has met system adopted evaluator proficiency requirements.

RESPONSIBILITY FOR EVALUATION

- The school principal is responsible for the management of all teacher evaluation activities. The principal must review and sign the Annual Evaluation Summary Report on each teacher.
- The school principal is responsible for management of all teacher evaluation activities. The principal must review and sign the Annual Evaluation Summary Report on each teacher. The principal must conduct a minimum of **10 TPEI** classroom observations annually. Priority for these observations should be for teachers in their first year at the school and for teachers believed to be at-risk of receiving an unsatisfactory annual evaluation report.
- In the event the principal is unable to conduct evaluation activities for reasons such as illness, late employment, or not yet meeting training requirements the Executive Director must designate a trained evaluator to perform these activities. If an evaluator leaves during the year, previous evaluation records that have been produced by that individual remain in effect.
- Teacher evaluations may be conducted only by system-level and school-based administrators, system-level instructional supervisory personnel, and school-based instructional leadership staff. Local system personnel may be assigned ATEP evaluation responsibilities only for periods when such persons do not have regularly scheduled, direct student instructional responsibilities.
- The principal must conduct a minimum of 1 of the 3 required observations of non-tenured teachers.

WHAT LEVEL OF PERFORMANCE IS ACCEPTABLE?

Teachers must receive a satisfactory rating of 75 (Meets Expectations) or higher on the TPEI and obtain the minimum score on dimensions 1,2,3,4, and 6. Non-tenured teachers who score below 75 or do not meet the minimum score on a dimension may be placed on a Professional Development Plan (PDP) for the following school year. These individuals may be given one year on the PDP to obtain a satisfactory evaluation. Teachers who do not meet the terms of the one-year PDP conditions will be recommended for non-renewal. Non-tenured teachers who would be considered for tenure during the current school year, must receive a satisfactory annual evaluation or be recommended for non-renewal. Tenured teachers who do not receive a satisfactory rating and are retained must be placed on a Professional Development Plan (PDP).

HOW ARE TEACHING PERFORMANCE RATINGS DECIDED?

Evaluators are encouraged to utilize a variety of techniques to assess teacher performance: classroom observation, teacher conferences, written documentation, lesson plans, and roll books/grading systems. Teacher portfolios should be a source of data for assessing performance. The portfolio should enhance scoring on the TPEI. It should not be used to lower the teacher's score. Portfolios for teachers recommended for tenure or non-renewal are due on *January 15, 2010*. All others are due on *February 12, 2010*.

DESCRIPTION OF THE INSTRUMENT

The Teacher Performance Evaluation Instrument consists of six measures of performance referred to as Dimensions. Each Dimension has between three and seven performance indicators assigned. Dimensions are general statements that describe teacher performance; Indicators are statements that describe in greater and more specific detail components of the dimension. All Dimensions and Indicators reflect how effective teachers provide instruction (Refer to the instrument).

PERFORMANCE RATING

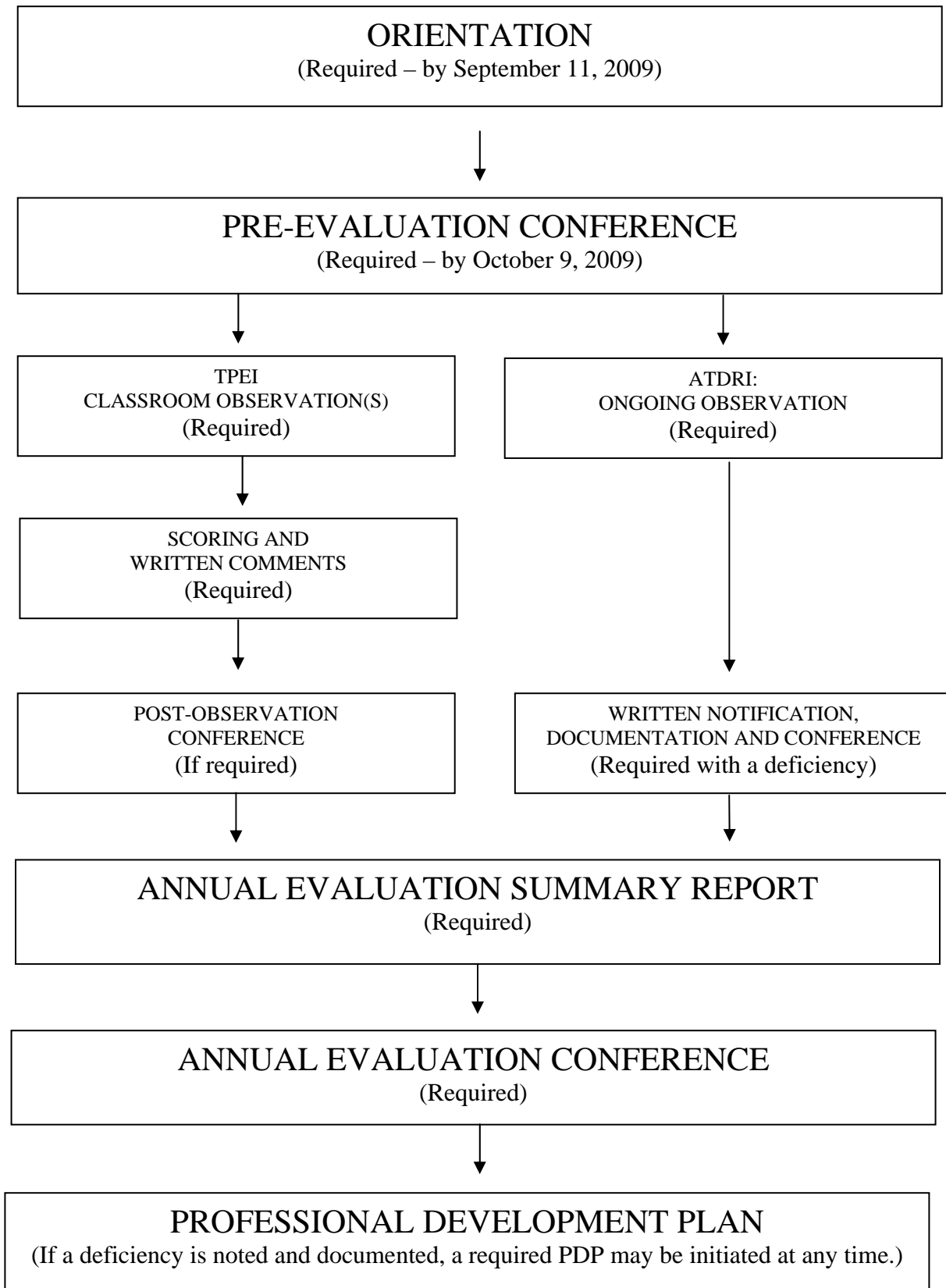
Each Dimension has been assigned a maximum score ranging from 12 to 28. The maximum score of each Dimension is a factor of the number of Indicators assigned. The highest overall rating that can be obtained on the instrument is 100. The lowest possible rating is 25. The performance ratings that the evaluators assign are based upon formal and informal classroom observations, documentation, individual conferences and portfolio review held between the teacher and the evaluator.

Summary of Ratings

25-49	= Needs Improvement	Unsatisfactory
50-74	= Below Expectations	Unsatisfactory
75-88	= Meets Expectations	Satisfactory, if the minimum score is obtained
89-100	= Exceeds Expectations	on dimensions 1,2,3,4, and 6

Minimum Performance Rating The Atlanta Board of Education has set a performance standard of 75 (Meets Expectations) as the minimum acceptable rating for teachers in APS. The rating of 75 must reflect that the teacher has achieved the minimum score on dimensions 1,2,3,4, and 6.

ATLANTA TEACHER EVALUATION PROCESS



STEP 1

Provide a Pre-Evaluation Orientation for all teaching staff (Required prior to conducting any evaluation activities).

Each teacher must be provided a copy of the evaluation manual, the Atlanta Teacher Evaluation Process (ATEP), prior to the initial evaluation observation. An overview of the ATEP procedures, the content and terminology in the TPEI and ATDRI, will be discussed. Principals-designee should describe and clarify the evaluation process and procedures as well as performance expectations.

For teachers who have previously received an ATEP orientation, an update on any changes in procedures and content of the ATEP shall be conducted. Teachers must be notified in writing by *September 11, 2009* of the evaluation process and guidelines under which they will be evaluated.

STEP 2

*Pre-evaluation conference is required for all teachers and must include the development of the High Expectations Achievement Plan. The pre-evaluation conference must be conducted by **October 9, 2009**.*

STEP 3

Conduct one required 20-minute Classroom Observation for all tenured teachers, and three required 20-minute Classroom Observations for all non-tenured teachers. One unannounced observation must be completed prior to **October 9, 2009** for all non-tenured teachers who were employed at the beginning of the school year. The second classroom observation must be completed for all non-tenured teachers by the end of the first semester. One unannounced classroom observation must be completed for all tenured teachers prior to **February 12, 2010**. The TPEI classroom observation form should be used for all formal classroom observations. The results of the observation are to be returned to the teacher within five working days. The teacher can request a conference within 10 working days of receiving the results. Any written comments from the teacher must be received within 10 working days and attached to the observation record.

For the tenured teacher, if the observation is satisfactory, continue to monitor duties and responsibilities on the ATDRI. If one area is Needs Improvement or two areas are Below Expectations, an additional formal observation will be conducted and the rating from the second observation will be used for the summative rating on the TPEI. If the teacher does not meet the minimum score for a dimension or receives two Needs Improvement markings, the teacher should be placed in the non-tenured process and three additional observations must be conducted. The teacher should receive written notification of this change in evaluation status. The principal can place the teacher on a Professional Development Plan at any time based on an observed and documented deficiency.

For the non-tenured teacher, three unannounced observations of at least 20 minutes each are required. If the observations are satisfactory, continue to monitor duties and responsibilities.

- If a teacher accumulates five Needs Improvement, four Below Expectations, a combination of five Needs Improvement and Below Expectations markings or does not meet the minimum score for a dimension on the classroom observation(s), the extended phase must be utilized.
- The extended phase consists of a required conference to plan for the extended observation. The conference is followed by an announced, full class/lesson observation. The results of this observation are recorded on the TPEI Extended observation form.

The results of the observation are to be returned to the teacher within five (5) working days. A conference must be held to discuss the observation. The scores from the extended observation are for diagnostic purposes only and must not be used on the TPEI summative evaluation. If the scores, from the extended observation are Meets Expectations or higher, the unannounced observations are resumed. If the ratings indicate that improvement is needed, assistance should be planned and provided promptly. If necessary the plan may indicate the need for a Professional Development Plan and should be implemented immediately. Annual evaluation results are based on the best 3 out of 4 observations.

Extended observations can be used with non-tenured or tenured teachers for diagnostic purposes. Extended observations are an option any time a teacher or an evaluator wishes to collect information about teaching skills from an announced full lesson/class observation. Extended observations are an important diagnostic tool and are encouraged but may not be used as part of TPEI Summary Report. Information gathered **on unannounced classroom observation (s) shall be used to complete portions of the TPEI Summary Report.**

The non-tenured teacher evaluation process shall be used to evaluate the following groups of teachers:

- Teachers with fewer than three years of teaching experience.
- Teachers with three or more years of teaching experience who are newly employed with APS.
- Teachers not in category (1) or (2) whose previous annual performance was unsatisfactory under the ATEP.
- Teachers eligible for the tenured evaluation process and placed into the non-tenured evaluation process as determined by the principal.

APS will determine the observation time lines for all teachers with the following exception. Teachers employed at the beginning of the school year who are new to the system or who have less than three years of teaching experience must have their first observation prior to **October 9, 2009.**

To the extent possible, non-tenured observations should be distributed to provide for a sample of teaching behaviors at the beginning, middle, and end of lessons, at different times of the day, on different days of the week, and over a number of months. Non-tenured observations for a given teacher must not occur prior to the teacher receiving a TPEI Observation Record for a previous observation and an opportunity to request and have a conference.

Observations Guidelines

- Observations for evaluation using the TPEI should take place during teaching situations that provide appropriate opportunities for interaction of either a student-focused or teacher-focused nature. In cases where the students are engaged in appropriate non-interactive learning activities, such as silent reading, independent writing, or listening to a story, *videotapes*, evaluators should not score the lesson with the TPEI. Evaluators should not score exams, films, guest speakers, or similar classroom activities. Evaluators are encouraged to use professional discretion in the selection of observation times.

STEP 4

Summarize and Score Observations Data

Within five (5) working days of the observation the observer must provide the teacher (tenured or non-tenured) with written feedback. Comments are required for each indicator receiving a Needs Improvement or Below Expectations marking. A written comment may be necessary for an indicator marked not observed. Teachers must be granted a conference within ten (10) working days to discuss observation results if requested. Written comments from teachers must be attached to the observation record within ten (10) working days of the teacher receiving the results.

STEP 5

Post Observation Conference

Optional after an unannounced observation but strongly recommended if the teacher receives a Needs Improvement marking. Required as part of the extended phase and when the teacher receives first notification of an incident on the ATDRI.

STEP 6

Complete Annual Summary Report (Required)

Teacher performance data may be obtained in a variety of ways:

- Lesson plan review
- Classroom observations
- Rollbook/Grading system
- Portfolio review
- Teacher conferences
- Other documentation provided by the evaluator

Teachers must meet the minimum performance standard on Dimensions 1, 2, 3, 4, and 6 and obtain a rating of 75 or higher in order to receive an acceptable summary evaluation rating. The minimum score is not required on Dimension 5 to receive an overall satisfactory rating on the TPEI summary report. A PDP is required if the minimum score on this, or any other dimension is not achieved.

Dimensions 1, 2, 3 (except indicator 3D), and 6 on the TPEI should be assessed during the beginning of the rating process. Dimension 4 [Professional Growth Activities] and 5 [Technology] are assessed toward the end of the process. On the TPEI Summary Form a comment must be written for each Indicator receiving a “Needs Improvement” or “Below Expectations” rating. A comment may be written for each dimension. **Teachers must also be evaluated on the ATDRI, which is scored by exception. On the Annual Summary Report comments are required for the TPEI and the ATDRI. If a PDP is required, the applicable information should be included on the Annual Summary Report. Signatures are required. The principal signs all annual summary reports. If the principal was the primary evaluator, she/he signs in both places.** If a teacher refuses to sign the Annual Summary or any other forms, the principal should secure a witness, write a statement that reflects the teacher’s refusal to sign the form and have the witness sign and date the form.

STEP 7

Conduct Summary Conference (Required)

A summary conference must be held for each teacher. The summary conference should include TPEI Classroom Observation (s), TPEI summative ratings, and the ATDRI. During the conference the principal reviews all ratings, comments, recommendations, and prescribed activities for improvement where applicable.

STEP 8

Professional Development Plan (If required)

Tenured teachers receiving an **unsatisfactory** annual summary evaluation and being retained must be placed on a Professional Development Plan. Non-tenured teachers receiving an unsatisfactory annual summary evaluation may be placed on a Professional Development Plan or recommended for non-renewal. Third year non-tenured teachers or teachers new to APS who obtained tenure in another Georgia school system and received an unsatisfactory annual evaluation should not be placed on a PDP for the subsequent year. These teachers should be recommended for non-renewal.

Teachers not meeting the minimum score on any dimension must be placed on a PDP. The principal may place a teacher on a PDP at any time based on a documented deficiency.

TEACHER PERFORMANCE EVALUATION INSTRUMENT

Organization and Explanation of the content of the TPEI

The TPEI is made up of six Dimensions that represent the range of behaviors and performance considered essential to effective teaching in the Atlanta Public School System. Each Dimension consists of several Indicators. Indicators describe specific behaviors to be demonstrated by the teacher.

Dimension 1

The teacher is able to demonstrate content knowledge, clarity and emphasis for learning.

Dimension 2

The teacher is able to demonstrate teaching methods, learning equity and thinking skills.

Dimension 3

The teacher utilizes student assessment processes and procedures.

Dimension 4

The teacher engages in professional development activities.

Dimension 5

The teacher is able to utilize technology and /or other multimedia for instructional and administrative purposes.

Dimension 6

The teacher is able to demonstrate professional conduct relative to oral and written communication skills.

EFFECTIVE PRACTICES

Effective Practices are designed to provide both the evaluator and the evaluatee with clear, specific examples of behaviors and activities that a teacher might be engaging in during a typical instructional intervention. The list is only a sampling, of the wide range of similar practices. Both the teacher and the evaluator will be able to identify many other effective practices. The evaluator may use the effective practices contained here for rating the TPEI. Use these qualitative measures as a frame of reference for rating the TPEI:

Rarely	=Needs improvement
Sometimes	=Below Expectations
Frequently	=Meets Expectations
Always	=Exceeds Expectations

Teachers who rarely utilize a sampling of the effective practices are lacking the skills, knowledge, and understanding for enhancing student learning in a classroom environment. Teachers who sometimes utilize the effective practices demonstrate some skills, knowledge, and understanding, but lack proficiency in enhancing student learning in a classroom environment. Teachers who effectively utilize the effective practices demonstrate the skills, knowledge, and understanding to effectively enhance student learning in a classroom environment. Teachers who always utilize the effective practices demonstrate the skills, knowledge, and understanding to effectively enhance student learning in a classroom environment as well as reflect teaching and learning models for others.

ATLANTA TEACHER EVALUATION PROCESS

EFFECTIVE PRACTICES

Dimension 1: The teacher is able to demonstrate content knowledge, clarity, and emphasis for learning.

- Goals and objectives reflect the variability in the needs and abilities of students by addressing the remedial learner, the developmental learner, and the accelerated learner.
- Organizes content so that students effectively process the material and reduce possible confusion by manipulating content at the application, analysis, synthesis, evaluation, and knowledge levels.
- Uses content to interpret common life experiences.
- Uses familiar events or phenomena to make content easy to learn and remember.
- Connects new ideas, skills, and concepts to previous or future learning.
- Provides simple examples first then moves to more complex and difficult examples.
- Uses aids that support instruction.
- Provides demonstrations to show the steps of a process.
- Presents content in a logical sequence such as moving from easy to difficult or from concrete to abstract.

Dimension 2: The teacher is able to demonstrate teaching methods, learning equity, and thinking skills.

- Models higher-level thinking by verbalizing the processes of application, analysis, synthesis, and evaluation.
- Organizes the content into blocks or steps suitable for the abilities of the students and the complexity and difficulty of the material (e.g., small bits of information for low ability students or for difficult material).
- Provides moderately difficult tasks that are within reach of most students.
- Varies the difficulty level of activities and questions to provide for student success.
- Structures cooperative group learning activities in which students facilitate each other's achievements through activities such as helping, sharing, and tutoring.
- Provides activities that require students to think through or manipulate content in order to internalize concepts and processes.
- Provides an opportunity for students to process content through activities such as skits, simulations, and hands-on experiences.

(Dimension 2 continued)

- Use aids that support instruction.
- Directs discussions and other interactive learning activities by asking focused questions and maintaining the focus on the learning.
- Provides student-focused activities in which most students maintain a high success rate.
- Structures activities, which involve learners in developing the content.
- Provides periodic review and practice on key objectives.
- Communicates learning objectives to students describing the purpose, rationale, or relevance of what is to be learned.
- Presents content that can be understood by students and is relevant to the objectives.
- Uses materials that support instruction.
- Provides clear, concise, and complete procedural directions.
- Presents content in a logical sequence such as moving items from easy to difficult or from concrete to abstract.
- Plans variety of teaching methods and learning tasks.
- Begins lesson promptly.
- Avoids unnecessary delays in instruction, digressions from objectives, and interruptions of learning activities.
- Provides instructional activities to optimize learning time while students wait for instruction to begin, for others to finish, or for the period to end.
- Plans the instruction environment so students can easily see presentations.
- Plans the instruction environment so students can be seen and monitored.
- Arranges materials in orderly and readily accessible manner.
- Arranges the environment for necessary group or independent work, movement, or other lesson activity.
- Maintains a functional arrangement of furniture and materials around high-traffic areas such as pencil sharpener, bookshelves, or materials center.
- Establishes efficient patterns for student movement in the classroom.
- Maintains an attractive classroom with content-related bulletin boards.

Dimension 3: The teacher utilizes student assessment processes and procedures.

- Assess students' abilities to comprehend, apply, analyze, synthesize, or evaluate content.
- Evidence of objectives taught is indicated on the assessment instruments.
- Establishes and maintains a routine procedure of reporting student performance to parents.
- Assessment is systematic and ongoing.
- Assists students in self-evaluating their performance.
- Interprets student's facial expressions and other nonverbal behaviors to determine if further cues or explanations are needed during written, verbal, and physical activities.
- Asks questions which are understood by students and are relevant to the objectives.
- Moves among students to check progress and understanding during individual or group work.
- Ask students to explain answers and clarify both correct and incorrect responses.

Dimension 4: The teacher engages in professional development activities.

- Enrolls in courses that help identify underachieving students and plans effective motivational academic programs and groups within the classroom setting.
- Participates in professional development activities that emphasize interdisciplinary teaching methods and problem-solving skills and strategies.
- Explores professional growth activities that provide an array of instructional strategies for deficiencies in reading, writing, and problem solving.

Dimension 5: The teacher is able to utilize technology and/or other multimedia for instructional and administrative purposes. School administrators will develop standards based on the technology available at the local site.

- Develops instructional activities so that the use of technology by teacher and or students is interspersed in the lesson.
- Models general applications of the Internet *and/or* the use of electronic mail (e-mail) for communication.
- Creates multimedia presentations and slide shows that support instruction and enhance educational activities beyond the classroom.
- Facilitates student usage of a variety of media and technology resources.

Dimension 6: The teacher is able to demonstrate professional conduct relative to oral and written communication skills.

- Models correct use of language, both oral and written.
- Supports students by using language free of sarcasm, ridicule, and humiliating references.

SUGGESTED ITEMS FOR PORTFOLIO DOCUMENTATION

INSTRUCTIONS: Each teacher will be required to maintain a portfolio with documentation in the six (6) dimensions. Items included in the portfolio must reflect the current academic year. The portfolio should enhance the teacher’s score on the TPEI. It should not be used to lower the summative score. A copy of the recommended reviewer’s form is included in the manual.

Dimension 1 CONTENT KNOWLEDGE

- Samples of
- *Lesson plans
- *Instructional activities

Dimension 3 ASSESSMENT PROCESSES

- Weekly tests
- Rating scales
- *End of level tests
- *Student folders/portfolios
- *of performance to parents

Dimension 5 TECHNOLOGY AND/OR MULTIMEDIA

- Samples of:
- Student folders/portfolios
- Teaching Methods
- Lesson Plans
- Grading System
- Instructional Tools/Bulletin Boards

Dimension 2 TEACHING METHODS

- Evidence of utilization of various teaching methods
- Lesson Plans
- Copies of activities used to enhance instruction

Dimension 4 PROFESSIONAL GROWTH

- Staff Development courses
- Professional conferences
- Site-based courses
- College/University courses
- 20-Clock Hour Forms

Dimension 6 ORAL AND WRITTEN COMMUNICATION

- Samples of:
- Memos and Correspondence
- Communications/Conferences with principal
- Communications/Correspondence with parents
- Communication with students
- Communication with peers

*Principal Evaluator may designate a particular unit/lesson and request the corresponding items from the teacher.

ATLANTA TEACHER DUTIES AND RESPONSIBILITIES

The purpose of the Atlanta Teacher Duties and Responsibilities Instrument (ATDRI) is to describe the expectations for teachers in addition to the teaching tasks outlined in the TPEI. Evaluation of the performance of these duties and responsibilities will be based on school-wide observations of teachers throughout the school year.

Items in the ATDRI are scored by exception. All items shall be scored as satisfactory on the annual evaluation summary unless prior to the annual evaluation summary the teacher has:

- been notified in writing;
- received written documentation on each incident serving as the basis for the unsatisfactory annual evaluation summary; and
- had a conference concerning the unsatisfactory performance.

An unsatisfactory annual evaluation summary for the ATDRI can occur if both of the following conditions have been met:

- The employee has failed to perform a duty or responsibility, which is a part of the employee's job description and local board of education policies; or committed an act prohibited under local board of education or State Board of Education rules, or where the employee had received written notification that the act was prohibited prior to committing the act which is the subject of the ATDRI written notification.
- The employee has had opportunity for remediation activities, has failed to remediate the conduct, which was the subject of the ATDRI deficiency and has received notification of the subsequent deficiency.

For purposes of this rule, remediation shall be deemed to have occurred if the employee has continuously performed in an appropriate manner the duty or responsibility previously identified as deficient for the remainder of the evaluation cycle. The annual evaluation cycle is from the date of completion of the annual evaluation summary for one year to the date of completion of the following year's annual evaluation summary.

A copy of the recommended form, which may be used for notification and documentation, is available in the Appendix.

Notification Conference:

A notification conference is required anytime a teacher receives written notification and documentation for each new incident on the ATDRI. The purpose of the conference is to:

- Explain the deficient area;
- Discuss the subject of concern;
- Clarify action(s) required; and
- Discuss the time frame for correction.

ANNUAL SUMMARY EVALUATION

Teachers in the **non-tenured evaluation process and the tenured evaluation process will receive a Satisfactory** on the Annual Evaluation Summary Report if they have a summary rating of 75 or higher on the TPEI, meet the minimum score on specified dimensions, and are satisfactory on the ATDRI. An unsatisfactory score of 74 or less on the TPEI, not meeting the minimum score on specified dimensions or an unsatisfactory on the ATDRI will result in an Unsatisfactory Annual Evaluation Summary Report.

ANNUAL SUMMARY EVALUATION	
<p><u>Unsatisfactory – Needs Improvement</u></p> <p>Summative Rating between 25 and 49 Or Does not meet the minimum score on dimensions 1,2,3,4, and 6 Or Unsatisfactory on the ATDRI</p>	<p><u>Unsatisfactory – Below Expectations</u></p> <p>Summative Rating between 50 and 74 Or Does not meet the minimum score on dimensions 1,2,3,4, and 6 Or Unsatisfactory on the ATDRI</p>
<p><u>Satisfactory – Meets Expectations</u></p> <p>Summative Rating between 75 and 88 And Meets the minimum score on dimensions 1,2,3,4, and 6 And Satisfactory on the ATDRI</p>	<p><u>Satisfactory – Exceeds Expectations</u></p> <p>Summative Rating between 89 and 100 And Meets the minimum score on dimensions 1,2,3,4, and 6 Or Satisfactory on the ATDRI</p>

ATLANTA TEACHER DUTIES AND RESPONSIBILITIES INSTRUMENT

I. Teacher Duties and Responsibilities

- A. **Follows professional practices consistent with school and system policies in working with students, students' records, parents and colleagues**
 - Interacts in a professional manner with students and parents
 - Is available to students and parents for conferences according to system policies
 - Facilitates home-school communication by such means as holding conferences, telephoning, and sending written communications
 - Maintains confidentiality of students and students' records
 - Works cooperatively with school administrators, special support personnel, colleagues, and parents
- B. **Complies with school, system, and state administrative regulations and board of education policies**
 - Conducts assigned classes at the time scheduled
 - Enforces regulations concerning student conduct and discipline
 - Is punctual
 - Provides adequate, complete, and appropriate records and files reports promptly
 - Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
 - Complies with conditions as stated in contract
- C. **Demonstrates professional practices in teaching**
 - Models correct use of language, oral and written
 - Demonstrates accurate and up-to-date knowledge of content
 - Implements designated curriculum
 - Maintains lesson plans as required by school policy
 - Assigns reasonable tasks and homework to students
- D. **Acts in a professional manner and assumes responsibility for the total school program, its safety and good order**
 - Takes precautions to protect records, equipment, materials, and facilities
 - Assumes responsibility for supervising students in out-of-class settings
- E. **Adheres to APS Attendance Policy GARA-R**
- F. **Adheres to APS Dress Code—GBEBA**
- G. **Submits a portfolio**

II. Duties and Responsibilities, Prescribe by Local School System

- A. *The teacher meets the school's student achievement goals and targets identified in the school achievement plan by differentiating instruction based on the needs of assigned students. The teacher uses data obtained from tests and other assessment procedures to develop and revise instructional objectives and or tasks. **The instructional objectives must be aligned with the QCC/GPS Standards and based on local school/system targets.***

*A **High Expectations Achievement Plan** will be developed, with each teacher during a pre-evaluation conference, to meet this duty and responsibility. The pre-evaluation conference must be conducted for all teachers by October 9, 2009. Strategies and techniques that the teacher plans to incorporate into instructional planning and delivery should guide the development of the **High Expectations Achievement Plan**. The plan does not require a detailed narrative on incremental or percentage gains for any student or group of students. The required plan is enclosed in the back of this manual. The High Expectations Teacher Worksheet that may be used to formulate the plan is enclosed. The teacher shall maintain a data folder that contains data and examples of its usage for instructional planning and delivery of the **High Expectations Achievement Plan**. Evaluators will review the data folder throughout the year. The High Expectations Formative Report that is enclosed with the other forms will be used for all reviews. Data may be selected from sources identified on the data sheet from Research Planning and Accountability or other sources available at the local school. This duty and responsibility will be assessed as other duties and responsibilities as outlined on page 14 of this manual.*

III. PROFESSIONAL DEVELOPMENT PLAN

In cases where a Professional Development Plan is required for specific needs, development and progress relative to completing the annual Professional Development Plan shall be part of the assessment during the annual evaluation process. The ultimate evaluation of successful completion of a Professional Development Plan is significant improvement in targeted areas as measured by the next year's annual evaluation.

RECORDS

Observation records, required PDPs, Annual Evaluation Summary Reports, and any documentation related to the ATDRI, including teacher comments attached to any of these records, shall be maintained as part of the evaluatee's personnel evaluation file and shall be confidential. The length of time that records are kept is governed by the Records Retention Act.

ANNUAL PERFORMANCE EVALUATION (STATE CODE 20-2 -210)

All personnel employed by local units of administration, including school superintendents, shall have their performance evaluated annually by appropriately trained evaluators. All such performance evaluation records shall be part of the personnel evaluation file and shall be confidential. In the case of local school superintendents, such evaluation shall be performed by the local board of education. Certificated professional personnel who have deficiencies and other needs shall have professional development plans designed to mitigate such deficiencies and other needs as may have been identified during the annual evaluation process.

(a) Annual teacher evaluations shall at a minimum take into consideration the following:

- (1) The role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher.*
- (2) Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate.*
- (3) Participation in professional development opportunities and the application of concepts learned to classroom and school activities.*
- (4) Communication and interpersonal skills as they relate to interaction with students, parents, teachers, administrators, and other school personnel;*
- (5) Timeliness and attendance for assigned responsibilities;*
- (6) Adherence to school and local school system procedures and rules; and*
- (7) Personal conduct while in performance of school duties.*

- (b) *In making a determination in academic gains of the students assigned to a teacher, evaluators should make every effort to have available and to utilize the results of a wide range of student achievement assessments, including those utilized by the teacher under this article. It is recognized that in some instances a determination of academic gains of students assigned to a teacher is dependent upon student assessments which have not yet been administered at the time of the annual evaluation or, if they have been administered, the results are not yet available at the time of the annual evaluation. In such instances, the annual teacher evaluation shall be performed on the basis of information available at the time and shall be considered as the annual evaluation for the purposes this article. As results of student assessments subsequently become available, an addendum to the annual evaluation shall be completed and become part of the teacher's cumulative evaluative record which may be used in a teacher's subsequent annual evaluations.*
- (c) *The superintendent of each local school system shall identify an appropriately trained evaluator for each person employed by the local unit of administration for the purposes of completing an annual evaluation required in subsections (a) and (b) of this Code section. The evaluator shall be required to complete such annual evaluation for each certificated person prior to April 1 of each year. The superintendent of each local school system shall be responsible for ensuring compliance with this Code section.*
- (d) *In addition to evaluation by a trained evaluator provided for in subsection (a) of this Code section, the local school system may require each principal and assistant principal of a school to have his or her performance evaluated annually by teachers in the school. Such evaluations by teachers shall be confidential, solicited and recorded on an anonymous basis, and made available only to the local school superintendent and the local board of education. Such evaluations shall not be subject to Article 4 of Chapter 18 of Title 50.*
- (e) *Any teacher that removes more than two students from his or her total class enrollment in any school year under section (b) of Code Section 20-2- 738 who are subsequently returned to the class by a placement review committee because such class is the best available alternative may be required to complete professional development to improve classroom management skills, other skills on the identification and remediation of academic and behavioral student needs, or other instructional skills as identified in a plan derived by the principal of the school in consultation with the teacher.*

SALARY SCHEDULES (STATE CODE 20-2 -212)

(a)... The placement of teachers on the salary schedule shall be based on certificate level and years of creditable experience, except that a teacher shall not receive credit for any year of experience in which the teacher received an unsatisfactory performance evaluation.

CERTIFICATION REQUIRMENTS (STATE CODE 20-2 -200)

(a) (8) An individual who has received two unsatisfactory annual performance evaluations in the previous 5 year period pursuant to Code Section 20-2 -210 shall not be entitled to a renewable certificate prior to demonstrating that such performance deficiency has been satisfactorily addressed, but such individual may apply to the commission for nonrenewable certificate.

CONFIDENTIALITY

All aspects, of the evaluation process and results are confidential and are to be shared only with appropriate personnel. Within the same school district, official evaluation records, documentation, and attachments may be transferred. However, they must not be transferred to other school districts, organizations, or individuals without written permission of the teacher *or a legal subpoena*. Administrators have the option of using appropriate school employees to assist in the preparation of forms and records; however, administrators must provide them with clear instructions regarding confidentiality and control of records.

EVALUATION APPEAL PROCESS FOR CERTIFICATED

- 1) All certified employees shall receive a copy each TPEI observation record within 5 working days of the observation. A conference to discuss each observation shall occur if requested by either the teacher or the evaluator within 10 working days of the employee's receipt of the evaluation record and shall be held within 10 working days of this request. Any written comments submitted by the teacher within 10 working days of receiving the results or within 10 working days of the conference shall be attached to the observation record or Annual Evaluation Summary Report.
- 2) In cases where observations are conducted by evaluators other than the principal and the compliant concerns an alleged violation of ATEP procedures, which have not yet been resolved in the conference with the evaluator, the employee may request a conference with the principal within 10 working days of the conference previously held with the evaluator. The principal shall hold any conference requested under these circumstances in a timely manner.
- 3) Teachers and other certificated personnel who wish to continue to pursue alleged violations of the ATEP procedures beyond the level of the local school determination shall file a written request for review with the Executive Director responsible for management oversight of the applicable school. The Executive Director shall serve as the designee of the Superintendent for purposes of review of such evaluation appeals.
- 4) Any request for review submitted to an Executive Director shall be filed within 10 working days of the date upon which the conference has been held with the principal with respect to the TPEI observation or ATEP evaluation summary report. The request for review shall include the reasons for the appeal and shall specifically identify the procedural violations of the ATEP procedures alleged. The request for review must also include copies of all supporting documentation. An Executive Director is authorized to decline to review any request for review, which fails to identify specific alleged violations of ATEP procedures. Within 20 working days of receiving the request for review the Executive Director shall consider the request for review and provide a written decision to the employee, with a copy to the Deputy Superintendent for Instruction. Evaluation review decisions are not appealable beyond the Executive Director level within Atlanta Public Schools and are not appealable to the Atlanta Board of Education or the State Board of Education.

Key Reminders

- **All teachers, tenured and non-tenured, are evaluated on the Atlanta Teacher Evaluation Process (ATEP). The process consists of the Teacher Performance Evaluation Instrument (TPEI) and the Atlanta Teacher Duties and Responsibilities Instrument (ATDRI).**
- ***All teachers must have a pre-evaluation conference by October 9, 2009.***
- **A minimum of one classroom observation is required for tenured teachers. This observation must be completed by *February 12, 2010*. A minimum of three classroom observations are required for non-tenured teachers. The first observation must occur by *October 9, 2009*. The second observation must be completed by the end of the first semester (December 18, 2009).**
- **All teachers are required to complete a portfolio that is a reflection of the current school year. The portfolio for teachers being considered for tenure or non-renewal is due on *January 15, 2010*. All other portfolios are due on *February 12, 2010*.**
- **Teachers are expected to achieve a minimum performance rating of 75 on the TPEI. The rating of 75 must reflect that the teacher has achieved the minimum score on Dimensions 1, 2, 3, 4 AND 6.**
- **If a teacher does not achieve the minimum score on ANY Dimension she/he MUST BE PLACED ON A PDP.**
- **Teachers must receive a satisfactory on the ATDRI to receive a satisfactory summary evaluation.**

KEY REMINDERS (DATES)

SEPTEMBER 11, 2009

THE TEACHER MUST RECEIVE WRITTEN NOTIFICATION OF THE EVALUATION PROCESS AND THE INSTRUMENTS

OCTOBER 9, 2009

ALL TEACHERS MUST HAVE A PRE-EVALUATION CONFERENCE

NON-TENURED TEACHERS MUST HAVE THEIR FIRST OBSERVATION

END OF FIRST SEMESTER (DECEMBER 18, 2009)

NON-TENURED TEACHERS MUST HAVE THEIR SECOND OBSERVATION

JANUARY 15, 2010

PORTFOLIOS ARE DUE FOR PERSONS BEING RECOMMENDED FOR TENURE OR NON-RENEWAL

FEBRUARY 12, 2010

TENURED TEACHERS MUST HAVE THEIR OBSERVATION

PORTFOLIOS ARE DUE FOR ALL OTHER TEACHERS (TENURED AND OTHER NON-TENURED)

MARCH 31, 2010

EVALUATIONS ARE DUE TO EXECUTIVE DIRECTORS

“Please be advised that the dates in this manual should reflect the current academic calendar and should be adjusted accordingly. If a date falls on a Saturday, please use the Friday date.”

APPENDIX

Sample

Date _____

Employee's Name _____
School _____

Position _____
Grade _____

Status: _____ Tenured _____ Non-tenured (year 1 2 3) Circle one

This is official notification of the status of your evaluation program for the _____ school year.
Your primary evaluator for this year will be _____

Your performance will be evaluated on the Atlanta Teacher Evaluation Process. This process is comprised of two instruments (1) the Teacher Performance Evaluation Instrument (TPEI) and (2) the Atlanta Teacher Duties and Responsibilities Instrument (ATDRI).

Please acknowledge receipt and or participation in the following:

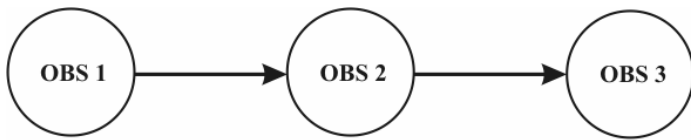
_____ Atlanta Teacher Evaluation Process Manual _____ Date
Orientation/Update Session _____ Date

Employee's Signature

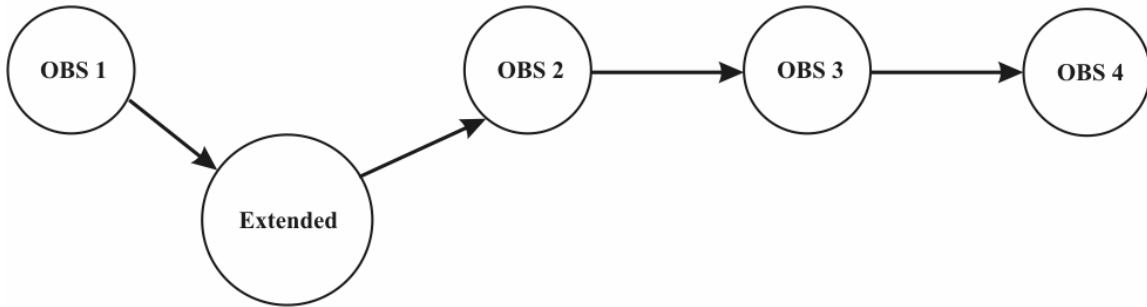
Evaluator's Signature

Principal's Signature

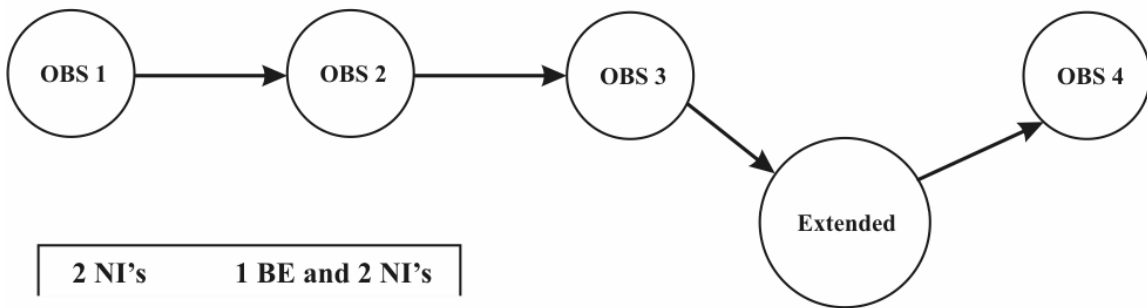
Diagram of the Extended Observation for a Non-tenured teacher



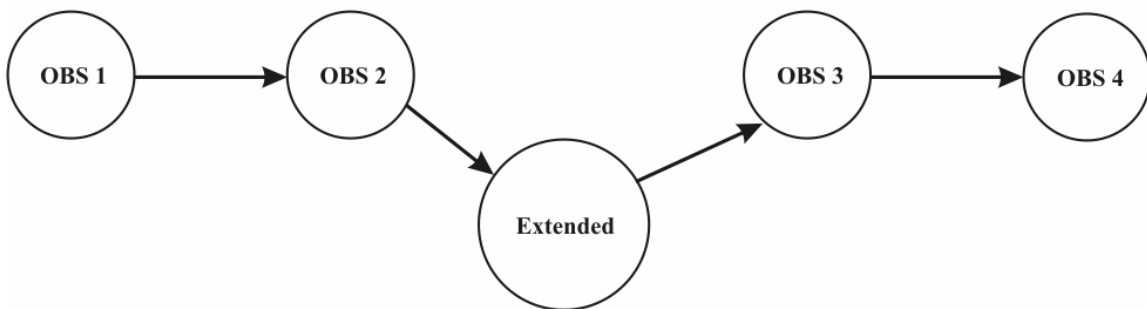
5 IN's or 4 BE's



1 NI 2 BE's 2 NI's



2 NI's 1 BE and 2 NI's



3 NI's 2 NI's

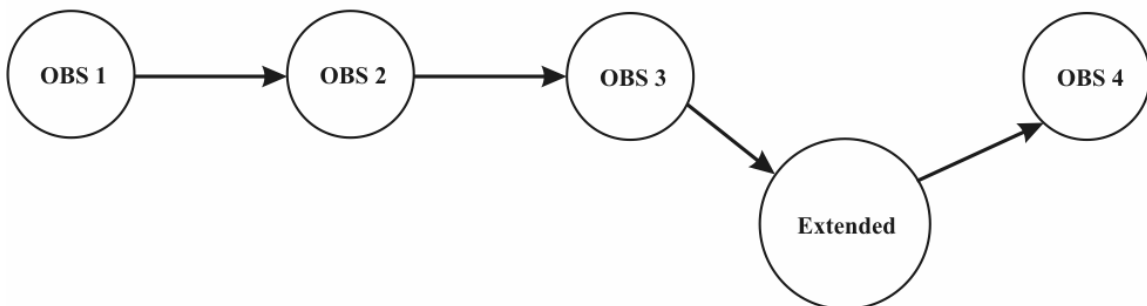
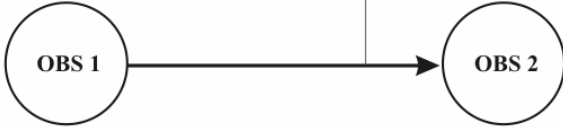


Diagram of the Extended Observation for a tenured teacher

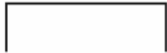


1 IN's or 2 BE's

Principals may use the Extended Observation



2 NI's or Does not meet the minimum score on a dimension



1 IN's or 2 BE's

2 IN's



FORMS

**ATLANTA PUBLIC SCHOOLS
TEACHER EVALUATION
HIGH EXPECTATIONS ACHIEVEMENT PLAN**

Teacher: _____ School: _____

Principal: _____ Date: _____

Current Teaching Assignment: _____

I. TEACHER GOAL STATEMENT:

II. LINK TO SCHOOL ACHIEVEMENT PLAN/TARGETS:

III. CURRENT STUDENT/CLASSROOM PERFORMANCE LEVEL:

IV. CLASSROOM BENCHMARKS FOR IMPROVEMENT:

V. PERFORMANCE INDICATORS:

VI. CLASSROOM STRATEGIES FOR IMPLEMENTATION

Copies

Personnel

Executive Director

School

Employee

Adapted from Collier Heights Elementary and Cobb County School District

**ATLANTA PUBLIC SCHOOLS
HIGH EXPECTATIONS TEACHER WORKSHEET**

- **In what area(s) do you think student achievement needs to improve?**

- **Why?**

- **What data do you have that supports this need?**

- **To what school goal/target is this concern linked?**

- **How will you help students to reach this goal?**

- **What additional resources/training will you need to accomplish this goal?**

- **How will you know when the goal has been accomplished? What measurement(s) will be used?**

- **What data will you provide to support achievement of the goal(s)?**

- **Please identify your benchmarks?**

- **Please prepare a timeline consistent with your benchmarks and the school's reporting needs.**

Copies

Personnel

Executive Director

School

Employee

**ATLANTA PUBLIC SCHOOLS
HIGH EXPECTATIONS FORMATIVE REPORT**

Periodically you will be asked to respond to the following as a formative measure of your performance on the High Expectations Achievement Plan. Please list all of the strategies and techniques you have incorporated in your instructional planning and delivery to insure academic gains for your students, i.e. differentiated learning packets, taped auditory stories/assignments, center related materials, peer coaching/assistance, technology instructional materials. A copy of this document should be maintained in the data folder.

Teacher's Name: _____

School Goal/Target: _____

Action Taken	Measurement(s)	Results

Evaluator/Principal's Comments:

Evaluator / Principal's Signature

Date

ATLANTA PUBLIC SCHOOLS

CONFIDENTIAL TPEI CLASSROOM OBSERVATION RECORD

Formal Observation

Teacher Status:

Tenured

Non-Tenured

Teacher's Name:	School:	Principal:
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Teacher's School State Code	Last 4 Digits Teacher SSN	Last 4 Digits Observer SSN	Date	Observation Number	Beginning Time:	Ending Time:	Total Minutes	Lesson Segment		
								B	M	E

Mark Each Indicator (x)

Focus of Lesson:	Grade:	Subject Area:	Needs Improvement	Below Expectations	Meets Expectations	Exceeds Expectations	Not Observed
Dimension 1: Content Knowledge, clarity and emphasis of learning.							
Comments:	a. Goals & objectives are set						
	b. Content differentiated						
	c. Content integrated						
	d. Important areas & real life						
	e. Content structured						
Dimension 2: Teaching methods, learning equity and thinking skills.							
Comments:	a. Methods facilitate the achievement of objectives						
	b. Methods encourage student interest and involvement to accommodate needs, abilities, & developmental levels						
	c. Methods, aids & materials are appropriate to the complexity of the lesson						
	d. Activities involve students						
	e. Classroom environment						
	f. Appropriate behavior is maintained						
	g. Instructional time is maximized						
Dimension 3: Student assessment processes and procedures.							
Comments:	a. Assessment accommodates student differences, cognitive & performance levels						
	b. Assessment procedure is planned						
	c. Assessments reflect a variety of formats						
Dimension 6: Demonstrates professional conduct relative to oral and written communication skills.							
Comments:	a. Supports students by using language free of sarcasm and ridicule and humiliating references						
	b. Utilizes standard English when communicating with others						
	c. Prepares written documents which are free of grammatical or structural errors						

Observer Signature: _____ Date: _____ Position: _____
 Teacher Signature: _____ Date: _____
 Teacher Comments: _____

Sign and return copy to principal's office. Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. Initial and date here if comments are attached.

**Indicator 3d, dimensions 4 and 5 will be evaluated on an on-going basis through both formal and informal methods.*

Copies Personnel Executive Director School Employee

ATLANTA PUBLIC SCHOOLS
CONFIDENTIAL TPEI CLASSROOM OBSERVATION RECORD
(Page 2)

Dimension
Comments:

Dimension
Comments:

Dimension
Comments:

Dimension
Comments:

Copies

Personnel

Executive Director

School

Employee

**ATLANTA PUBLIC SCHOOLS
(CONFIDENTIAL)
PROFESSIONAL DEVELOPMENT PLAN**

ANNUAL EVALUATION PROGRAM: GLEI ATEP Other

Evaluatee: _____ School: _____

Check one of the following: Plan for Enhancement Required Plan for Specific Needs Development

Specific Objectives for Improvement:
Activities and Time Line:
Criteria for Measurement of Progress:
Record of Participation in Recommended Activities:
Record of Performance on Specified Criteria:

(SIGNATURES) Evaluatee's signature acknowledges receipt of form, not necessarily
EVALUATOR: _____ DATE: _____ concurrence. Written comments may be provided below and / or
EVALUATEE: _____ DATE: _____ attached to the evaluator's copy. Initial and date here if
Evaluatee's comments: _____ comments are attached, _____

Sources for Achievement Data

Elementary

Georgia Kindergarten Assessment Program (GKAP-R)
Georgia Writing Test
Georgia Criterion-Referenced Competency Test (CRCT)
Scholastic Reading Inventory (SRI)
Accelerated Reader
Basic Literacy Test (BLT)
Publisher's tests (with textbook or curriculum materials)
Teacher developed assessments
Other locally developed student performance data

Middle

Georgia Criterion-Referenced Competency Test (CRCT)
Georgia Writing Test
System/State End of Course Tests
Publisher's tests (with textbook or curriculum materials)
Teacher developed assessments
Other locally developed student performance data

High

Georgia High School Graduation Test
PSAT
SAT
System/State End of Course Tests
Publisher's tests (with textbook or curriculum materials)
Teacher developed assessments
Other locally developed student performance data

Portfolio Checklist

The portfolio is designed to enhance the evaluation process. If there is an area in the evaluation process that is not observed or needs improvement, principals will utilize the portfolio contents to improve the scoring in that area. The portfolio content must reflect the current academic year.

Needs Improvement

- Lacks supportive documentation in one or more of the dimensions.*
- Documentation does not demonstrate effective teaching practices.*
- Does not meet timelines.*
- Artifacts not presented in a professional manner.*
- Lacks an organizational system that is easily understood and meaningful to other educators and the evaluator.*

Meets Expectation

- Documentation of the six dimensions.*
- Demonstrates a clear knowledge of effective teaching practices based on those dimensions.
(as stated in the instrument)*
- Well established organizational system (dimensions are clearly differentiated). The system of organization should be understandable and meaningful to other educators and the evaluator.*
- Artifacts are presented in a professional manner. Submitted for review at the time established by the evaluator.*
- Representation of actual materials utilized in the classroom.*

Exceeds Expectation

- Everything under Meets Expectation.*
- The presentation of artifacts, exhibitions of effective teaching practices and organizational style obviously demonstrates that this portfolio preparation has gone beyond average expectations and is clearly exemplary.*

Comments:

Reviewer's Signature

Date

