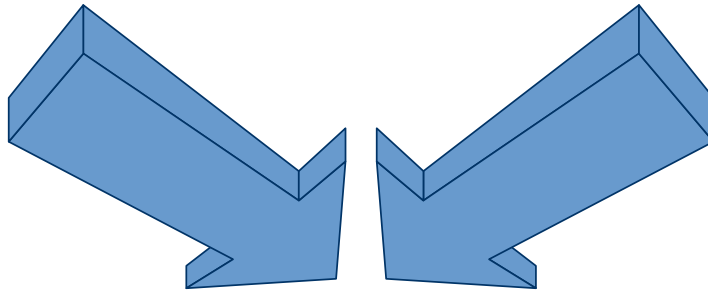
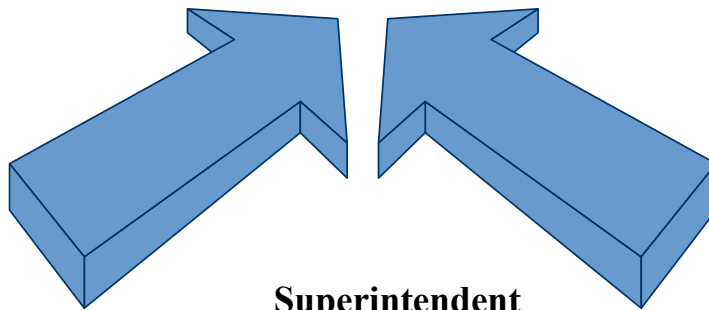


LINCOLN PARK PUBLIC SCHOOLS



Alternate Evaluation Model For Tenured Teachers



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Mission Statement

We recognize that adult learners are in need of a process that will address their learning needs in ways that are appropriate and consistent with their developmental levels in the professional arena. Our goal is to establish a process of supervision that is diversified enough to meet the needs of each member of the faculty. Our proposal is intended to provide a forum for professional growth with the intensity and priority that it deserves, to foster an ongoing positive relationship between teachers and administrators, with our ultimate goal, as always, *the improvement of instruction and learning for students.*

The goals and currently established options are not all inclusive, and we hope there will be an infusion of new ideas as our process unfolds. However, we have established the condition that all processes and projects must be consistent with the policy and mission of the Lincoln Park School District.

Introduction

The purpose of creating an Alternate Evaluation Model is to utilize this model in the context of every teacher's professional growth. When teachers collaborate on a project to advance their knowledge, they create, for themselves a community of learners (Sergiovanni and Starratt, 2002). It is common knowledge that teaching is unique among professionals in that it is usually conducted in isolation. Both teachers and administrators have specific roles in the Alternate Evaluation Model, which will afford them the opportunity to work in a collegial environment. The Alternate Evaluation Models include: Action Research, Peer Coaching, Mentoring, Teaching Portfolio, and New Directions.

The teacher is a leader of a learner-centered community, which can produce a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates and changes direction and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content areas to familiar ideas, to prior experiences and to relevant problems. As a manager, the teacher effectively acquires, allocates and conserves resources, (Texas Education Agency, 1994)

It is believed that this change will create growth opportunities for teachers at all stages of their career. It is believed that staff development, through self-assessment opportunities, is school improvement as measured by *the success of every student* and is fundamental to school improvement. It is believed that expectations influence accomplishment and that teachers are life long learners. Improving schools by helping teachers to reflect on their practice, to learn more about what they do and why is at the heart of the Alternate Evaluation Model.

Action Research

Action research is a form of disciplined inquiry whereby teachers attempt to better understand and deal with pedagogic issues. Individual teachers or groups of teachers who select the action research program participate in a process that uses scientific research principles to explore solutions to instructional and professional challenges.

Teachers are encouraged to identify a problem or to pose a question about the educational environment in which they work, and then, systematically proceed to investigate information and methods by which change can be affected. Action research involves defining an issue to address, collecting evidence, analyzing and interpreting data and reflecting with colleagues about the findings in the effort to better understand and to *improve teaching and student learning*.

The benefits of the model are as follows:

- Promoting collegiality
- Increasing collaboration
- Fostering of long term relationships based on desire to improve professionally
- Creating an innovative support system
- Continuing feedback/adjustment
- Relaxing restrictive thinking
- Empowering participants by creating a positive school climate with teaching and learning at the core
- Enhancing decision-making by providing alternate ways of viewing and approaching educational questions
- Reflecting on pedagogic methods and beliefs
- Encouraging interpretation and enactment of standards
- Engaging teachers in intellectual pursuits and continuous professional development
- Strengthening professional accountability

Teacher's Role and Responsibility in the Process

Teachers' action research questions emerge from areas considered problematic or from discrepancies between what is intended and what actually occurs. Often, action research questions emanate from critical reflection of how theory becomes practice in the school setting (Cochran-Smith and Lytle 1990).

Very often action research is a collaborative activity where practitioners work together to help one another design and carry out investigations in their classrooms. The research is defined, conducted, evaluated, and implemented by the teachers themselves. The research study team provides support and a forum for sharing questions, concerns and results. Teachers advise each other and comment on the progress of individual efforts.

Teachers involved in action research become more critical and reflective about their own instructional practice, and they create opportunities to gain knowledge and skill in research methods and applications making them more aware of the options and possibilities for change. Thus, teachers engaging in action research attend more carefully to their methods, their perceptions and understandings and their whole approach to the teaching process (Oja and Pine 1989, Street 1986).

The four basic steps to follow in action research are as follows (Glanz 1999):

Step 1. Select a Focus/Identify a Problem or Concern.

- Know what you want to investigate;
- Develop some questions about the area you have chosen;
- Establish a plan to answer these questions.
- Choose one problem that is significant, manageable, clearly stated, open-ended, and self-reflective.

Step 2. Collecting Data.

- Collect data from a variety of sources, and the sources may vary according to the nature of the question posed. Generally, three sources are suggested to ensure credibility of your conclusion. Examples of data might be test scores, portfolios, interviews, educational records, classroom observations, lesson plans, etc.
- Keep a data log. Consistently record facts and performance records without interpretation. This log must be organized and understandable in order to share your work with colleagues.

Step 3. Analyzing and Interpreting Data.

- Describe, clarify, and illustrate what the data shows.
- Organize the data into three to five sub-groups or categories and examine differences and relationships among them.
- Make notes as you review and organize your data.
- Study the data for conclusions and consider what you have learned.
- Identify additional questions that may need to be answered.
- Reflect with your action research group about your original theory, summarize new understandings, and plan for improvements based on informed action.

Step 4. Develop an Informed Action Plan.

- Considering all the information reviewed and discussed, create a meaningful change in instructional strategies, procedures, or other areas suggested by your research.
- Action research is cyclical, and often the process opens other avenues for investigation.
- Action research affords you the opportunity to continually assess instruction and to seek ways of improving your school.

Administrator's Role

- At the proposal meeting for the action research project, the administrator shall assist with goals, timelines, and approval of the plan.
- At the beginning of the school year and again at the checkpoint conferences, the administrator shall discuss the progress of the project and discuss areas of concern and areas of success.
- The administrator shall meet with each teacher involved with the project, observe the project, complete one Checkpoint Review with conference and one Alternative Evaluation Model—Formal Observation Report Form annually with a conference to discuss and review performance.
- The administrator shall complete the Confidential Annual Evaluation Report—Alternate Evaluation Model and hold a conference with each teacher involved with the project to review their performance.

Action Research Personal Progress Log

Teacher _____ Date _____

What is your action research question?

What is the goal for identifying and researching this question?

What are the methods for record keeping and the timeframe for the project?

What are the current outcomes of the project and are modifications necessary?

What additional questions have surfaced as a result of this research project?

Action Research Log

Teacher _____ Date _____

Grade level _____ Subject _____ School Year _____

Write a question that you would like to answer about student learning, your teaching, or a professional concern.

What information do you need in order to answer the question?

In the Action Plan, indicate how you plan to answer the question.

Action Plan

<i>Step</i>	<i>Actions (Activities)</i>	<i>Time Line</i>
1.		
2.		
3.		
4.		

Summary and Conclusions: If you are able to complete the research, answer the following questions on a separate paper and attach:

What have you learned from this project?

What additional questions do you have?

Do you plan to alter your practice as a result of this project? If so, how?

Peer Coaching

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace. To some the term *coaching* implies that one person in the collaborative relationship has a different status. However; as research and experience inform us, “The reality of the situation is that a teacher has the same ‘rank’ in his or her last year of teaching as the first” (Sizer 1985). Teachers have the same classroom space, number of students and requirements. Regardless of how coaching relationships are labeled, they all focus on the collaborative development, refinement and sharing of craft knowledge.

Peer coaching is not intended as a remedial activity or an opportunity to evaluate. Working within narrow parameters set by the collegial partners for each activity, the collegial interactions do not involve evaluation of colleagues and do not feed into supervisors’ performance evaluations of the teachers who use this process. Rather it is a time when one can take risks and try out new ideas, instructional strategies or different approaches to the curriculum and discuss the results with a trusted colleague. The power to coach is bestowed by the teacher. The teacher allows himself/herself to be coached because of the respect, the helpfulness and the leadership qualities of the coach. Through this collaboration our main mission of *enhancing student outcomes* can be achieved.

The benefits of the model are as follows:

- Promoting collegiality
- Increasing collaboration
- Fostering of long-term relationships based on desire to improve professionally
- Continuing feedback/adjustment
- Relaxing restrictive thinking
- Validating teaching methods
- Creating an innovative support system
- Creating a positive experience between teachers
- Encouraging interpretation and enactment of standards
- Strengthening professional accountability

Teacher Role and Responsibilities in the Process

- Conference with a colleague and agree to help one another in the improvement of specific management or instructional problems.
- Request a visit by the collegial coach
- Meet in a “pre-observation” conference

- Visit/observe/take notes, keep accurate, detailed descriptions of what occurs to help the collegial partner more graphically recall the lesson, technique, activity or interaction.
- Review notes/list possibilities
- Use active listening techniques to acknowledge, paraphrase and expand the teacher's statements during the post-visit talk. Ask clarifying open-ended questions to get the coaching partner to analyze the activity/lesson/issue.
- Reflect on the innovations that take place by oneself and with the collegial coach.
- Consider opportunities about how to apply new, enhanced or modified practices and compare them with previously used approaches.
- Establish an action plan.

Administrator's Role

- Assist the mentor and staff member(s) with goals, student outcomes, and timelines at the beginning of the year.
- At the beginning of the school year and again at the checkpoint conferences, the administrator shall discuss the progress of the project and discuss areas of concern and areas of success.
- The administrator shall meet with each teacher involved with the project, observe the project, complete one Checkpoint Review with conference and one Alternative Evaluation Model—Formal Observation Report Form annually with a conference to discuss and review performance.
- The administrator shall complete the Confidential Annual Evaluation Report—Alternate Evaluation Model and hold a conference with each teacher involved with the project to review their performance.

Sample Models

Many issues present good opportunities for unbiased observation by coaching partners. These may include but are not limited to:

- Teacher questioning technique
- Teacher interaction with one student vs. one group
- Teacher making statements unrelated to content of lesson
- Teacher giving homework directions

Mentoring

Mentoring is a form of collegial supervision. A mentor is a person entrusted with tutoring, educating and guiding another person who is typically new to teaching or new to a given school. Mentoring is also intended to help new teachers improve their effectiveness in carrying out the schools' standards for teaching and *ensuring success for student learning*.

The mentoring relationship is special because of its entrusting nature. The mentor is presumed to know more not only about matters of teaching but also about the school's culture. In some respects the tutorial, educational and advisory aspects of the mentoring relationship are developmental. It is necessary for the mentor and the non-tenured teacher to establish a relationship that facilitates compatibility and effective interaction.

The benefits of the model are as follows:

- Promoting collegiality
- Increasing collaboration
- Fostering of long term relationships based on desire to improve professionally
- Continuing feedback/adjustment
- Relaxing restrictive thinking
- Validating teaching methods
- Creating an innovative support system
- Creating a positive experience between teachers
- Encouraging interpretation and enactment of standards
- Strengthening professional accountability

Teacher Role and Responsibilities in the Process

- Any educator may volunteer to be a mentor, or, knowing of a staff members expertise, that member may request that an individual serve as a mentor
- The mentor and staff member(s) develop a plan with a focus for mentoring and a timeline for implementation
- The mentor and staff member(s) implement the plan and report on the plan activities to the administrator according to the timeline

Administrator's Role

- Select mentors in the case of multiple volunteers
- Approve the mentor plan
- At the beginning of the school year and again at the checkpoint conferences, the administrator shall discuss the progress of the project and discuss areas of concern and areas of success.

- The administrator shall meet with each teacher involved with the project, observe the project, complete one Checkpoint Review with conference and one Alternative Evaluation Model—Formal Observation Report Form annually with a conference to discuss and review performance.
- The administrator shall complete the Confidential Annual Evaluation Report—Alternate Evaluation Model and hold a conference with each teacher involved with the project to review their performance.

Teaching Portfolio

A teaching portfolio is a factual description of an educator's teaching strengths and accomplishments as well as *indicators of student success*. It includes documents and materials, which collectively suggest the scope and quality of an educator's teaching performance. It presents selected information on teaching activities and solid evidence of their effectiveness.

Although a teaching portfolio should reflect a teacher's talent in the educational arena, it should not be a scrapbook or "steamer trunk" (Trucker, Stronge, Gareis 2002) with classroom photos, collections of student work and written parent accolades. Strong portfolio systems are characterized by a clear vision of the skills to be addressed, use of criteria to define quality performance and provide a basis for communication and self-reflection through which the educators share what they think and feel about their work, their learning environment and themselves.

The benefits of the model are as follows:

- Validating teaching methods
- Encouraging interpretation and enactment of standards
- Strengthening professional accountability
- Focusing instruction

Teacher Role and Responsibilities in the Process

- Present Philosophy Statement and "Banner Question" to evaluator for approval.
- Select digital or hard copy format for evaluator approval.
- Collect artifacts for portfolio.
- Write self-reflection pieces and gather all components of portfolio.
- Present completed portfolio at summative evaluation.

Method

- The educator must formulate a philosophy of education that represents his/her current beliefs, values and attitudes regarding his/her professional work.
- The educator identifies his/her primary interest, concern or learning need. Then he/she composes a "banner question"—an essential question that determines the portfolio theme and drives his/her inquiry. For example:
 - How can I use brain-based learning when I teach third-grade reading?
 - How can I implement literature circles in my class?
 - How can this school improve the learning environment for teachers?
 - How can I infuse WebQuests into my social studies curriculum?

- The educator keeps a log of professional activities and collects artifacts.
- The educator's portfolio must provide evidence of the educator's attainment of prescribed competencies or accomplishments, learning, strengths and expertise.
- The educator's portfolio should include the following components:
 - Table of Contents
 - A Philosophy Statement
 - The Question which drives the inquiry
 - An Introduction
 - At least three work samples/artifacts illustrating philosophy
 - At least three work samples/artifacts illustrating outcomes of inquiry
 - One short reflection on each outcome
- The educator presents the portfolio to evaluator at summative conference.

Administrator's Role

- Approve the plan.
- At the beginning of the school year and again at the checkpoint conferences, the administrator shall discuss the progress of the project and discuss areas of concern and areas of success.
- The administrator shall meet with each teacher involved with the project, observe the project, complete one Checkpoint Review with conference and one Alternative Evaluation Model—Formal Observation Report Form annually with a conference to discuss and review performance.
- The administrator shall complete the Confidential Annual Evaluation Report—Alternate Evaluation Model and hold a conference with each teacher involved with the project to review their performance.

Structural Components of the Portfolio

Teacher _____ Date _____

Purpose: What is your philosophy of education?

Focus: What are the standards, guidelines or “banner question” that will drive the collection and use of this portfolio?

Process: What activities (goals and objectives) will you and your students engage in that will drive your inquiry? What is your timeline?

Outcomes: How will you use portfolios to exhibit, demonstrate and describe learning and improvement?

New Directions

Taking a new direction allows us to develop our abilities. It can lead to a new door in our imagination, facilitated by the fundamental resources of our minds. It is an experiment that ignites our creativity, challenges our basic beliefs and fosters our ability to solve problems. Exploring new directions can lead to developing our skills and *the skills of our students*.

Some directions, which may be chosen include but are not limited to:

- Grant Implementation—an opportunity to create a teaching module, participate in research and/or join in business/community partnerships that will enhance personal knowledge and skills, as well as enrich the curriculum.
- Curriculum Enhancement—the improvement of identified instructional strategies to modify and/or enhance programs that enrich and/or improve delivery of curriculum.
- Study Groups—Groups that coalesce around specific issues, research options or recommended courses of action.

The benefits of the model are as follows:

- Promoting collegiality
- Relaxing restrictive thinking
- Validating teaching methods
- Creating an innovation that will ultimately enhance student performance
- Encouraging interpretation and enactment of standards
- Empowering those who participate in the project
- Promoting reflection and self-assessment

New Directions: Grant Implementation

This model presumes the teacher is a recipient of a grant that is contingent upon the creation and/or implementation of a specific program, project or partnership. Through the implementation of this model in conjunction with the grant, the teacher is afforded the opportunity to create a teaching module, participate in research and/or join in business/community partnerships that will enhance personal knowledge and skills, as well as enrich the curriculum *and student outcomes*.

Prior to initiating the grant project, the teacher will review and discuss the project with the supervisor and/or principal responsible for his/her evaluation of performance. The review shall include goals and objectives, methods of implementation, timelines for reviewing phases of the project, curricular significance, means of evaluating the proposed project outcomes and any specific requirements allied to the successful completion of the project such as release time and/or special materials.

The evaluator will approve or not approve the teacher's proposal. If the proposal is approved, the project needs review by the superintendent to evaluate potential district commitments inherent in many grants. Based upon successful review by the superintendent, the teacher may implement the plan. The teacher and the evaluator will meet to review the project minimally four times during the school year, at which time the teacher will discuss the status of the project. If modifications are warranted, the teacher and evaluator shall agree upon these.

At the conclusion of the school year, the teacher will provide the evaluator with a copy of the completed teaching module/product that results from the implementation of the grant.

Teacher Role and Responsibilities in the Process

- Explain the nature of the project and the ways it enhances teacher's knowledge and instructional skills and the project's relationship to the curriculum and student growth.
- Define the goals and objectives of the project.
- Identify specific requirements related to implementation of the grant, e.g., release time, special materials, attendance at workshops and/or meetings, etc.
- Develop a timeline for implementation of the project.
- Keep a log documenting progress of the project.
- Meet with the evaluator and discuss progress of the project at least four times during the school year.
- Provide the evaluator with a copy of the completed teaching module/report/product that results from the implementation of the grant proposal.

Administrator's Role

- Discuss the grant project with the teacher and ascertain its merits relative to enhancement of the teacher's knowledge and instructional skills and enrichment of the curriculum and student growth.
- Approve or disapprove the teacher's proposal for this Alternate Evaluation Model.
- Provide necessary assistance to help insure the teacher's successful implementation of the grant project. Assistance may include, but is not limited to, providing release time for attendance at meetings or workshops, special materials and resources, etc.
- At the beginning of the school year and again at the checkpoint conferences, the administrator shall discuss the progress of the project and discuss areas of concern and areas of success.
- Observe an activity that relates to the grant.
- The administrator shall meet with each teacher involved with the project, observe the project, complete one Checkpoint Review with conference and one Alternative Evaluation Model—Formal Observation Report Form annually with a conference to discuss and review performance.
- The administrator shall complete the Confidential Annual Evaluation Report—Alternate Evaluation Model and hold a conference with each teacher involved with the project to review their performance to ascertain benefits to the teacher, students, and curriculum.

New Directions: Curriculum Enhancement

Much of the curriculum found in schools today is based on teachers' past experience in schools, input from textbook manufacturers, discipline frameworks, standards and information from peers (Glasgow, 1997). This model allows each teacher the flexibility to determine his/her instructional strategies in the implementation and enhancement of curriculum using the backward design process.

Teachers must be empowered to more effectively design their own implementation strategies based upon their knowledge of their school culture and the community. They must move from the position of curriculum conveyer to that of curriculum designer (Fitzharris, 1999), and as with any design process, the desired end result must first be determined and understood in order to develop strategies to *ensure student understanding and better student performance*.

The backward design process (Wiggins and McTighe, 1998) has three primary stages: Identify your desired results (what student should know, understand, and be able to do), determine acceptable evidence (how will you know if students have achieved the desired result), and plan the learning experience and instruction (what day-to-day activities will achieve the desired results).

Teacher Role and Responsibilities in the Process

- Develop a plan of action to include the desired results, e.g., essential questions; evidence you will accept to prove students achieve the expected results, e.g. assessment methods; activities designed to achieve the results; and resources needed.
- Confer with the evaluator to review the plan for approval and then to review progress at checkpoints and to make any modifications deemed necessary.

Administrator's Role

- Discuss the proposed independent project with the teacher. Assist the teacher in expanding and clarifying his/her plan so that it is relevant, applicable, concise and specific.
- Meet with the teacher to review the desired results, the acceptable evidence of the results to be achieved, the activities and timeline that defines the plan/project.
- Agree upon the methods of supervisory support to ensure successful completion of the plan (e.g. materials, training, professional literature, workshop/conferences, etc.).
- The administrator shall meet with each teacher involved with the project, observe the project, complete one Checkpoint Review with conference and one Alternative Evaluation Model—Formal Observation Report Form annually with a conference to discuss and review performance.
- Assess the outcomes with the teacher to determine the impact of the completed activities on his/her instructional skills and professional growth, students' learning and delivery of the curriculum.

- Provide the opportunity for the teacher to present the results of his/her project at a staff meeting.
- The administrator shall complete the Confidential Annual Evaluation Report—Alternate Evaluation Model and hold a conference with each teacher involved with the project to review their performance.

New Directions: Study Groups

Although definitions vary slightly, a study group involves a group of educators who meet voluntarily in order to share and discuss classroom practices, factors affecting student learning and professional literature and research. The activities empower them to have a direct influence on improving teaching and *enhancing student learning*.

A study group should be limited to six people and each group should have a leader (Joyce and Showers, 1995). The content of the discussion can be planned ahead of time and materials copied and distributed. Study groups are not limited to those working in any particular subject, grade or position.

Teacher Role and Responsibilities in the Process

- Determine the goals of your group.
- List and prioritize the anticipated focus areas of the group.
- Establish an agenda and meeting times.
- Have the plan approved by the evaluator.
- Disseminate readings before the meeting.
- Share lesson plans, exchange ideas develop strategies that evolve from the readings, develop collaborative units and discuss and develop new instructional methods.
- Implement new strategies and report back to the group.
- Evaluate progress on a continuing basis with administrator at checkpoint meetings.

Method

Step 1: Analyze a wide range of data and indicators describing the status of student learning and the condition of the learning environment.

Step 2: Generate a list of student needs using the data.

Step 3: Categorize student needs and prioritize the categories or clusters.

Step 4: Organize study groups around the prioritized students needs (e.g., students need to listen more effectively, students need to write more effectively, students need to increase their reading skills).

Step 5: Create a study group action plan.

Step 6: Implement the study group action plan.

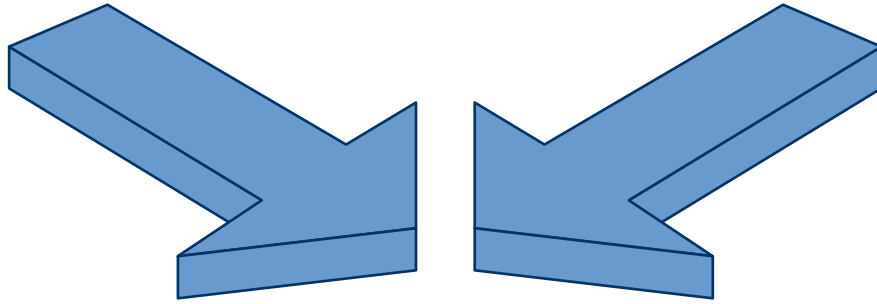
Step 7: Evaluate the impact of the study effort on student performance.

Administrator's Role

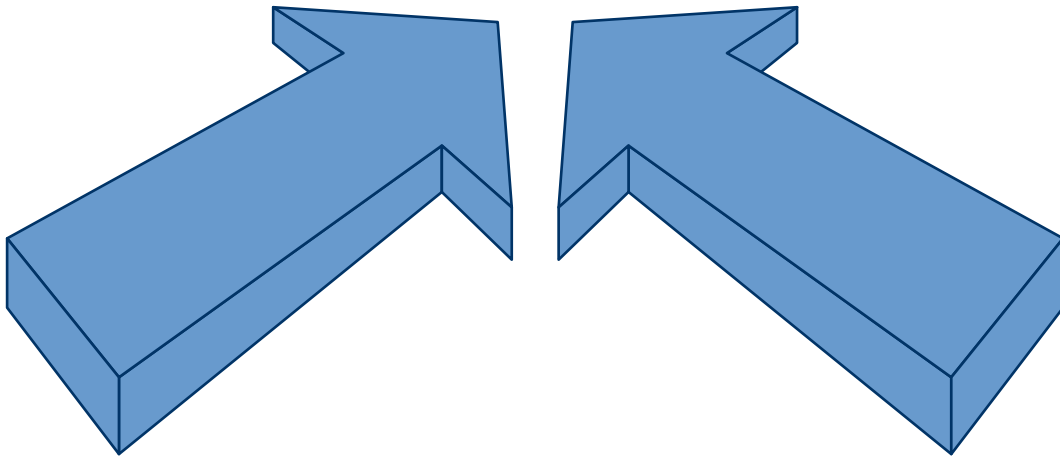
- Approve of the overall plan.
- At the beginning of the school year and again at the checkpoint conferences, the administrator shall discuss the progress of the project and discuss areas of concern and areas of success.
- Help to maintain the timeline schedule
- The administrator shall meet with each teacher involved with the project, observe the project, complete one Checkpoint Review with conference and one Alternative Evaluation Model—Formal Observation Report Form annually with a conference to discuss and review performance.
- The administrator shall complete the Confidential Annual Evaluation Report—Alternate Evaluation Model and hold a conference with each teacher involved with the project to review their performance.

Sample Models:

- Develop in-depth units of study with a team teacher.
- Research a particular instructional strategy, attend training related to the strategy, implement those strategies into lessons, reflect and report on success of strategies.
- Develop a plan to motivate students to complete homework.



FORMS



TIMELINE

Between May 15 and June 30: Meet with administrator to present proposal;
discuss any modifications or possible revisions

By September 30: Final approvals of all Alternate Evaluation Proposals completed

Ongoing over year: Informal visits by administration to classrooms of all alternate
evaluation model tenured staff

Collaboratively determine: One (or more) project and/or classroom observation by
administration with discussion

By January 30: Completion of Checkpoint Review or Formal Observation
Report—including administrator/teacher(s) conference

By May 15: Completion of Checkpoint Review or Formal Observation Report,
whichever was not done by January 30—including administrator/
teacher(s) conference

May 15: Completion of Alternate Evaluation Self-Reflection Summary Report
by each Alternate Evaluation teacher—submitted to administrator

By June 15: Completion of Confidential Annual Evaluation Report—Alternate
Evaluation Model—including administrator/teacher(s) conference

LINCOLN PARK PUBLIC SCHOOLS

A l t e r n a t e E v a l u a t i o n P r o p o s a l

Staff Member's Name: _____ Date: _____

Model Selected: _____

Title of Project: _____

Additional Staff Participants (if applicable): _____

Starting Date: _____ Anticipated Completion Date: _____

Primary Evaluator(s): _____

ACTION PLAN (add sheets as necessary):

Proposal (include desired objectives and anticipated outcomes):

Activities (to achieve objectives and outcomes)	Person Responsible	Timeline (for each activity)

Method of Assessment used to Measure Mastery of Objectives (attach scoring rubric if applicable):

Staff Member's Signature: _____ Date: _____

EVALUATOR'S ENDORSEMENT

_____ Proposal Accepted

_____ Proposal Accepted with Revisions

Comments/Revision Recommendations:

Evaluator's Signature: _____ Date: _____

CHECKPOINT REVIEW

The Checkpoint Review takes place once a year, to be done the opposite semester from the formal observation. The Checkpoint Review will include: (1) A reflection on the evaluator's informal visitation related to the chosen model, and (2) A formal conference with the staff member(s) to discuss progress with the approved action plan.

Staff Member's Name: _____ Date: _____

Semester: First Second

1. Evaluator's reflection on informal visitation.

2. Summary of conference related to teacher's project.

3. Comments:

Evaluator's Signature: _____ Date: _____

Staff Member's Signature: _____ Date: _____

LINCOLN PARK PUBLIC SCHOOLS
Alternative Evaluation Model—Formal Observation Report Form

This evaluation will be done once a year and the Checkpoint Review will be done the opposite semester. The visitation will be at the invitation of the teacher being observed.

Teacher: _____ Observation Date: _____

School: _____ Grade/Subject: _____ Time: _____

Semester: First Second

Observation Description:

Criteria for Checkpoint Review of Alternative Evaluation Project:

1. Evaluator's reflection on visitation.

2. Summary of conference related to teacher's project.

Comments:

Performance Criteria for Classroom Visitation:

CLASSROOM CLIMATE

1. Physical environment is safe and nurturing.
2. Positive motivation used and mutual respect is demonstrated.

Comments:

PLANNING

1. Class time is well planned and lesson plans are clear and detailed.
2. Learning activities relate to the scope and sequence.
3. Planning takes into consideration student strengths and weaknesses and active differentiation of instruction.

Comments:

INSTRUCTION

1. Explanations and presentations are clear.
2. Checks for student comprehension and ongoing assessment informs instruction.
3. Groupings, materials and methods, including differentiation, are selected in accordance with objectives.

Comments:

MANAGEMENT SKILLS

1. Monitoring of all student activity including behavior and attentiveness to task.
2. Maximum time-on-task for students.
3. Limits of behavior are clearly communicated and enforced.
4. Teacher monitors rest of class while working with individuals.
5. Students are treated in a fair and consistent manner with appropriate use of praise.

Comments:

Commendations/Recommendations:

-
-

Conference Date: _____

Teacher Signature: _____

Signature does not indicate that the teacher is in agreement with the report, but rather that the teacher has reviewed the report.

Evaluator Signature: _____

Date: _____

ALTERNATE EVALUATION Self-Reflection Summary Report

To be completed and submitted to primary evaluator(s) prior to end-of-year summary conference. Attach any documentation you feel valuable to the summary conference for review.

Staff Member's Name: _____ Date: _____

Model Selected: _____

Title of Project: _____

Check if attachment(s) is included

ACTION PLAN

Objectives:

Activities (to achieve objectives and outcomes)	Timeline	Outcomes and Assessment

Impact on students:

Implications for the future and the district:

Other comments:

Staff Member's Signature: _____ Date: _____

Evaluator's Initials: _____ Date: _____

LINCOLN PARK PUBLIC SCHOOLS

SCHOOL YEAR 2005-2006

CONFIDENTIAL ANNUAL EVALUATION REPORT—Alternate Evaluation Model

Teacher: _____ **Assignment:** _____ **School:** _____

Evaluator: _____ **Title:** _____

Model Selected: _____

Title of Project: _____

Observation and Project Conference Dates: _____

PHILOSOPHY STATEMENT

The Lincoln Park Public Schools are committed to the continuation of the district's strong educational program. A vital component of a strong educational program is an effective teacher evaluation system that focuses on the recognizing strengths as well as improving instructional and management strategies to most effectively promote student growth and continual progress.

While the primary focus of the evaluation process is to improve instruction to best facilitate pupil growth, teacher evaluation requires that teachers meet established performance expectations. The evaluation process is a cooperative effort on the part of the evaluator and teacher. To be effective, the process must be continuous and constructive in nature and must take place in an atmosphere of mutual trust and respect. The resulting dialogue between teacher and evaluator is meant to promote ongoing professional growth and development.

Evaluator: _____ Title: _____ Date: _____
Signature

Teacher: _____ Date: _____
Signature

Attach Self-Reflection Summary Report with any attachments to this annual evaluation.

Teacher's signature does not necessarily indicate agreement with this document's contents, only that it has been reviewed with the evaluator and a copy received. Teacher's optional written response should be received ten (10) days from this conference and will be attached to this annual evaluation.

Superintendent's Review: _____ Date: _____

Teacher: _____ School: _____

The checklist and narrative below are based on the job description and reflect both the formal and informal observations, formal and informal conferencing, and observations of alternative project during the school year.

M *Meets all professional expectations*
I *Improvement needed*

CLASSROOM CLIMATE

- _____ Physical environment is safe and nurturing.
- _____ Positive motivation used and mutual respect is demonstrated.

PLANNING

- _____ Class time is well planned and lesson plans are clear and detailed.
- _____ Learning activities relate to the scope and sequence.
- _____ Planning takes into consideration student strengths and weaknesses and active differentiation of instruction.

INSTRUCTION

- _____ Explanations and presentations are clear.
- _____ Checks for student comprehension and ongoing assessment informs instruction.
- _____ Groupings, materials and methods, including differentiation, are selected in accordance with objectives.

MANAGEMENT SKILLS

- _____ Monitoring of all student activity including behavior and attentiveness to task.
- _____ Maximum time-on-task for students.
- _____ Limits of behavior are clearly communicated and enforced.
- _____ Teacher monitors rest of class while working with individuals.
- _____ Students are treated in a fair and consistent manner with appropriate use of praise.

INDICATORS OF PUPIL PROGRESS AND GROWTH:

The following indicators are used to determine pupil progress and growth:

- | | |
|---|--|
| _____ Attendance Records | _____ Performance Objectives (Plan Book) |
| _____ BSI Consultation | _____ Progress Reports |
| _____ Class Participation | _____ Special Services Contact |
| _____ Homework Assignments | _____ State Assessments |
| _____ Application of Alternate Evaluation Model | _____ Papers and Reports |
| _____ Informal Tests and Quizzes | _____ Teacher-Prepared Tests |
| _____ Parental Interviews | _____ Written Assignments |
| _____ Report Cards | _____ Student Projects |
| _____ Other (specify) _____ | |

At the conclusion of the approved project,

Pupil progress has been demonstrated: Yes _____ Needs Improvement _____ (specify below)

Teacher: _____ School: _____

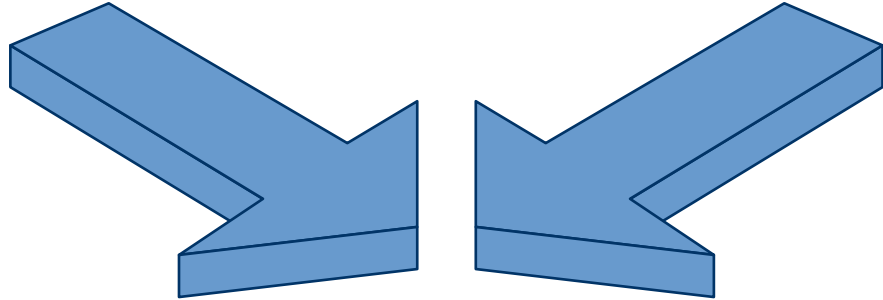
RECOMMENDATIONS/COMMENDATIONS:

STATUS OF ACTION PLAN:

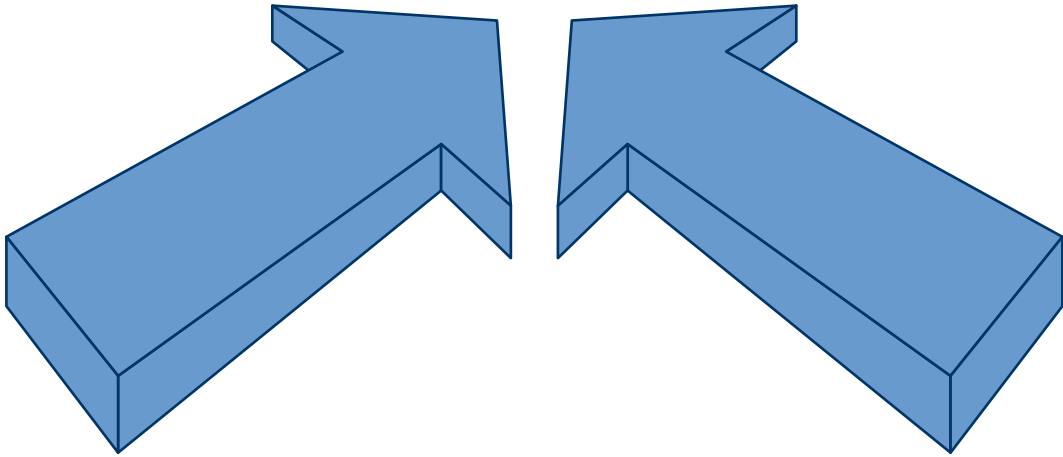
IMPLICATIONS FOR STUDENT LEARNING:

IMPLICATIONS FOR THE DISTRICT:

OTHER COMMENTS ON PROJECT TO DATE:



RESOURCES



Resources

Print:

- Cochran-Smith, M., & Lytle, S.L. (1990). *Research on Teaching and Teacher Research: The Issue that Divides*. Educational Researcher, 19(2), 2-10. EJ 411 275.
- DeBlieu, M. (2003). *Use action research to enhance teaching*. New Jersey: NJEA Review.
- DeBlieu, M. (2003). *Use peer coaching to extend your skills*. New Jersey: NJEA Review.
- DeBlieu, M. (2003). *Join a study group*. New Jersey: NJEA Review.
- Fitzharris, L. (Summer 1999). *Curriculum Development*. 20 (3), 30-31. Ohio: NSDC.
- Glickman, C.D., Gordon, S., and Gordon, J. (2001). *SuperVision*. Massachusetts: Allyn and Bacon.
- Journal of Staff Development (Summer 1990). *Powerful Designs*. 20(3). Ohio: NSDC
- Oja, S.N. & Pine, G.J. (1989). *Collaborative Action Research: Teachers' Stages of Development and School Contexts*. Peabody Journal of Education, 64(2), 96-115. EJ 396 002.
- Robbins, P. (1991). *How to Plan and Implement a Peer Coaching Program*. Virginia: ASCD.
- Tucker, P., Stronge, James, H., & Careis, C. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*. New York: Eye on Education Publishers.

Websites:

Association of Supervision and Curriculum Development

<http://www.ascd.org/portal/site/ascd/index.jsp/>

Jay Carey and Carey Dimmitt (2004). PowerPoint presentation on the procedures for carrying out action research.

www.umass.edu/schoolcounseling/PPTs/School%20Counselors%20Doing%20Action%20Research.ppt

Jean Mc Niff (2002). Action research for professional development—Concise advice for new action researchers.

<http://www.jeanmcniff.com/booklet1.html#9>

Preparing a Teaching Portfolio—A Guidebook

<http://www.utexas.edu/academic/cte/teachfolio.html>

Stephen Winick. Preparing a Teaching Potfolio

<http://www.ctl.sas.upenn.edu/tools/winick.html>

National Staff Development Council

<http://www.nsd.org/>

School Grants

<http://www.schoolgrants.org/>

Grants Alert—Grants for Teachers

<http://www.grantsalert.com/gsoft.cfm>

Teachers Count—Teacher Awards and Competitions

<http://www.teacherscount.org/teacher/awards.shtml?gclid=CJLnleTwlocCFRQOHgodGFZ4qA#general>

New Jersey Education Association

<http://www.njea.org/page.aspx>