

## Mecosta-Osceola Intermediate School District Perpetual Guidelines for Teacher Evaluation

The Domain Five Committee will have representatives from each district including Superintendents and Education Association representatives for the purpose of designing and implementing an evaluation tool with common principles in order to fulfill the requirements of state law. The committee started meeting in 2010 and will meet annually in the spring to update and adjust guidelines to meet any new requirements for the following school year. By having evaluation tools with common principles, evaluation education and professional development for staff can be more consistent throughout the MOISD.

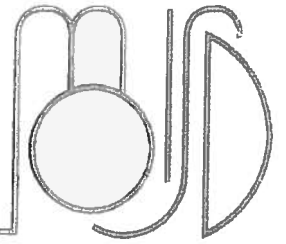
Guidelines for school districts in the MOISD:

- 1) Each district will have four Domains around teaching and learning determined by the local districts with the required categories of highly effective, effective, minimally effective and ineffective;
- 2) The fifth “domain” will be set up for Student Growth and be guided by the MOISD “Dashboard” of accepted measuring tools to assess student growth. (See Appendix A) Districts using state data will use the following rules when including state averages in staff evaluations:
  - Above** the State Average and increasing will be labeled “Highly Effective”
  - Above** the State Average and decreasing will be labeled “Effective”
  - At** the State Average and not increasing or decreasing will be labeled “Effective”
  - Below** the State Average and increasing will be labeled “Effective”
  - Below** the State Average and decreasing will be labeled as “Ineffective”
- 3) Each component of a Domain will have a numerical value determined by the district;
- 4) If staff receive an “ineffective” rating from an evaluation, the IDP process will begin;
- 5) Growth measures and goals for the year will be established at the first staff/supervisor pre-observation conference of the school year;
- 6) The value of student growth in academics/performance/etc. will increase each year to meet the state standards – i.e. 15% for 2011/2012, 20% for 2012/2013, and 25% for 2013/2014.
- 7) Per state law, Superintendents will approve guidelines with input from educational association members; and
- 8) Incentive compensation will be determined per district.

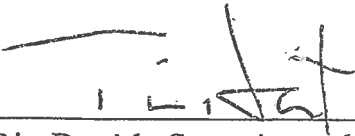
(Districts will submit their individual evaluation tool(s) and district guidelines for MOISD submission to MDE by October 17, 2011.

Mecosta-Osceola Intermediate School District

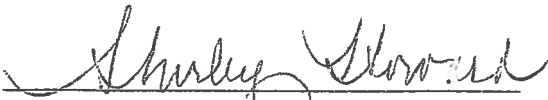
15760 190th Avenue, Big Rapids, Michigan 49307-9096  
Phone: 231-796-3543



Page 2 of 2

  
\_\_\_\_\_  
Big Rapids Superintendent

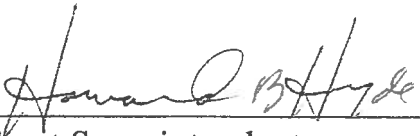
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Date

  
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Chip Hills Superintendent

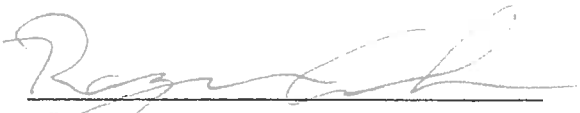
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Crossroads Superintendent

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Ewart Superintendent

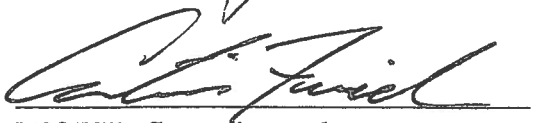
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Morley Stanwood Superintendent

10/14/11  
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Date

  
\_\_\_\_\_  
Reed City Superintendent

10/14/11  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
MOISD Superintendent

10/14/11  
\_\_\_\_\_  
Date

**Appendix A: MOISD Member Districts**

**Pearson Infor/Limelight Assessment Dashboard**  
**All Assessments are NOT used in all districts**

<b>Grades Pre K-2</b>	<b>Grades 3-8</b>	<b>Grades 9-12</b>
DIBELS Next (Grades K-2)	MEAP Scale Scores (Grades 3-8)	MME Scale Scores (Grade 11)
DIBELS (Grades K-2)	STAR Reading (Grades 3-8)	PLAN Scale Scores (Grades 9-10)
DIBELS easy CBM Math (Grade 2)	STAR Math (Grades 3-8)	Practice ACT (Grade 10)
MOISD District Early Math (Grades K-1)	NWEA Computer Adaptive Test (Grades 3-12)	ACT WorkKeys (Grade 11)
District Reading (Grades K-2)	DIBELS Next (Grades 3-6)	MI-Access (Grade 11)
District Math (Grades K-2)	DIBELS (Grades 3-6)	other
MLPP (Grades K-2)	DIBELS easy CBM Math (Grades 3-4)	
AIMSweb Reading (Grades K-2)	AIMSweb Reading (Grades 3-4)	
AIMSweb Writing (Grades K-2)	AIMSweb Writing (Grades 3-4)	
AIMSweb Math (Grades K-2)	AIMSweb Math (Grades 3-4)	
Speed DIAL (Grade YF)	MLPP (Grade 3)	
DIAL (Grade YF)	District Reading (Grades 3-4)	
Imagine It! Reading Text (Grades K-2)	District Math (Grades 3-4)	
Childhood Observation Record (Grade Pre-K)	MOISD Common Math (Grades 3-8)	
MOISD Common ELA (Grade 2)	MOISD Common ELA (Grades 3-8)	
MOISD Common Math (Grade 2)	MOISD Common Science (Grades 5-7)	
STAR Reading (Grades 1-2)	MI-Access (Grades 3-8)	
NWEA Computer Adaptive Test (Grade 2)	Imagine It! Reading Text (Grades 3-6)	
other	Gates-MaGinitie Reading (Grades 5-8)	
	EXPLORE (Grade 7)	
	Practice EXPLORE (Grade 8)	
	other	
	<b>* Under development or being revised</b>	

# **Mecosta-Osceola Intermediate School District**

## **Observation/Evaluation Process**

### **2011-2012 School Year**



**SCHEDULE F**

**MECOSTA-OSCEOLA INTERMEDIATE SCHOOL DISTRICT**

**15700 190<sup>th</sup> Avenue  
Big Rapids, MI 49307  
(231) 796-3543**

**TEACHER EVALUATION**

**TEACHER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**ASSIGNMENT:** \_\_\_\_\_

**RATING SCALE DESCRIPTORS**

<u>Score</u>	<u>Rating</u>	<u>Range</u>
3	Highly Effective	2.75-3
2	Effective	2-2.74
1	Minimally Effective	1-1.99
0	Ineffective	0-.99

**DOMAIN 1 – PLANNING AND PREPARATION**


- Follows district curriculum
- Provides relevant instruction
- Keeps up to date in methods and materials
- Has knowledge of handicapping conditions
- Teaches instructional strategies and behavior management techniques

**#DIV/0!**

**Average for Planning and Preparation**

**DOMAIN 2 – THE CLASSROOM ENVIRONMENT**


- Provides appropriate assistance
- Provides for student participation
- Focuses student attention
- Classroom rules are evident
- Uses effective behavior management system
- Encourages student to be self-disciplined, responsible


- Demonstrates consistent, appropriate treatment of students
- Promotes positive self-image in students
- Challenges students to reach potential
- Classroom reflects organization
- Gives clearly defined assignments
- Communicates students' needs to the aide
- Evaluates aide for purpose of improved job performance
- Uses appropriate communication skills
- Gives evidence of understanding and respect

**#DIV/0!**

**Average for Classroom Environment**

**DOMAIN 3 – INSTRUCTION**


- Gives clear and concise instructions, demonstrations, and illustrations
- Teaches to individual's needs
- Uses classroom time effectively
- Demonstrates an ability to adjust to difficult situations (flexibility)
- Expresses self clearly in both oral and written communication

**#DIV/0!**

**Average for Instructional**

**DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES**


- Completes lesson plans on time
- Writes plans based on students' individual objectives
- Writes plans in sufficient detail to allow a substitute to teach effectively
- Lesson plans reflect long-term goals
- Keeps student informed of progress
- Uses variety of materials, methods and devices
- Demonstrates sound knowledge of subject area in lessons
- Seeks assistance from consultants, administrators, classroom teachers, parents, and community
- Utilizes opportunity of in service training programs
- Assesses and develops individualized objectives/programs based on accepted diagnostic procedures
- Follows school and board policy
- Attendance/Punctuality
- Protects the rights, safety, welfare and confidentiality of students and their families


- Dresses appropriately for teaching position
- Keeps parents/caretakers informed of students' progress
- Considers carefully and takes appropriate action on parent comments and criticisms
- Shows tact and respect toward parents
- Displays positive attitude toward self and others
- Respects constructive criticism
- Demonstrates tact and patience with co-workers
- Communicates and works cooperatively

**#DIV/0!**

**Average for Professional Responsibilities**

**DOMAIN 5 - STUDENT GROWTH**

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Demonstrates student growth as measured by national, state, local and other assessments based on objective criteria (see Appendix A for examples)

**Weighted Average (15% attributed to Student Growth):**

**#DIV/0!**

**Based on the evaluation the teacher is rated:**

**#DIV/0!**

**SUMMARY NARRATIVE**

**GOALS**

- 1.
  
- 2.
  
- 3.

Signature does not indicate agreement with the contents of this evaluation, but does indicate the teacher has reviewed it with the evaluator.

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Teacher's Signature Date

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Administrator's Signature Date

**MOISD Member Districts - Appendix A**

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Schedule E

MECOSTA-OSCEOLA INTERMEDIATE SCHOOL DISTRICT  
15700 190<sup>th</sup> Avenue  
Big Rapids, MI 49307  
(231) 796-3543

ITINERANT EVALUATION

ITINERANT: \_\_\_\_\_ DATE: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

RATING SCALE DESCRIPTORS

<u>Score</u>	<u>Rating</u>	<u>Range</u>
3	Highly Effective	2.75-3
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DOMAIN 1 – PLANNING AND PREPARATION


Writes accurate, understandable reports  
Reports results at IEP meeting in a clear, understandable  
Writes measurable goals and objectives

<b>#DIV/0!</b>
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**Average for Planning and Preparation**

DOMAIN 2 – THE ENVIRONMENT


Participates in TAT if requested  
Communicates in a clear, understandable manner and  
establishes positive relationships with parents  
Communicates in a clear, understandable manner and  
establishes positive relationships with other professionals  
Communicates in a clear, understandable manner and  
establishes positive relationships with administrators  
Protects the rights, safety, welfare and confidentiality of  
students and their families

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Establishes an efficient schedule

<b>#DIV/0!</b>
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**Average for The Environment**

**DOMAIN 3 – DELIVERY OF SERVICE**


Communicates in a clear, understandable manner and establishes positive relationships with students  
Meet required number of student contacts or consultations

<b>#DIV/0!</b>
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**Average for Delivery of Service**

**DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES**


Consistently demonstrates commitment to professional  
Written communications are clear/legible  
Submits required paperwork in timely manner  
Completes all required forms accurately  
Physically able to do necessary work  
Appropriate grooming/dress  
Punctuality/Attendance  
Can be relied on to complete assignments without close  
Self-motivated; seeks to improve methods

<b>#DIV/0!</b>
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**Average for Professional Responsibilities**

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--

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<b>#DIV/0!</b>
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2.

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	Practice EXPLORE (Grade 8)	
	Other	
	* Under development or being revised	

# Memo

**To:** MOCC/MSTC Instructors  
**From:** Steve Locke  
**Date:** 10/14/2011  
**Re:** Teacher Evaluation Materials

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The MOCC/MSTC evaluation process is a comprehensive plan that includes two formal observations (with input and notes from the corresponding teacher/administrator discussions), multiple informal observations by and conversations with the MOCC/MSTC principal, and the final evaluation document.

The Teaching Rubric was provided to all teachers at the beginning of the year. It contains seven domains (including Student Growth and Performance) that identify the behaviors associated with differing levels of performances in each area. Teachers can use this tool to self-assess their performance level and identify behaviors necessary to qualify for their desired performance. The categories are Highly Effective, Effective, Minimally Effective, and Ineffective.

The formal observations will provide instructors feedback on how their practice is being assessed by the MOCC/MSTC principal at a minimum of two different points. This observation is recorded on an Excel Spreadsheet tool that quantifies behaviors and qualifies performances (as Highly Effective, Effective, Minimally Effective and Ineffective) by tallying scores based on observed and documented behaviors. In addition to the formal observations, the instructor will be observed informally throughout the course of the year and will have the opportunity to demonstrate and communicate skills and practices that impact student performance. This process is identified and recorded on the Formal Observation checklist.

The final evaluation will be used to quantify the scores from the two formal observations and from any informal observations. Student Growth and Performance comprises 20 percent of the final evaluation. The Evaluation document will sum those scores and qualify practice as Highly Effective, Effective, Minimally Effective, and Ineffective.



# Mecosta -Osceola Career Center Teacher Evaluation

# MOCC

	Observation 1			Observation 2			Final Eval		
	Ineffective	Minimally Effective	Highly Effective	Ineffective	Minimally Effective	Highly Effective	Ineffective	Minimally Effective	Highly Effective
Teacher:									
Administrator:									
Date of Evaluation:									
<u>Domain 1 - Planning and Prep</u> - Evidence or comments:									
<u>Domain 2 - Classroom Environment</u> - Evidence or comments:									
<u>Domain 3 - Instruction</u> - (Includes Teaching and Learning and Assessment) Evidence or comments:									
<u>Domain 4 - Professional Responsibilities</u> - (Includes Documentation and Student Support) Evidence or comments:									
<u>Domain 5 - Student Growth</u> - (Includes Assessment) Evidence or comments:									
<b>Summary-</b>									
<b>Total</b>	0	0	0	0	0	0	0	0	0
Total Points      0      Ineffective									

Your signature indicates that you have received and read a copy of this evaluation. This document will be placed in your personnel file. If you would like to respond in writing to this evaluation, you may do so within 10 days.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor:									
Administrator:									
Date Of Observation:									
Teaching and Learning									
Observed Behavior							Administrator Notes (identify documents that are used to demonstrate current level of performance)		
Level of Student Engagement	Start of Observation	15 Min	30 Min	45 Min	End of Observation	Totals			
All						0			
Most (85%+)						0			
Some (60-84%)						0			
Minimal (59%-)						0			
total						0			
Instructional Activity/Methodology (Check all appropriate boxes)	Start of Observation	15 Min	30 Min	45 Min	End of Observation				
Direct Instruction	x					1			
Collaborative Learning		x				3			
Independent Practice						0			
Guided Practice			x	x		6			
Task Oriented Activity					x	1			
Technology Based						0			
Student Presentations						0			
total						11			
<b>Demonstrations of Proficiencies</b>	Yes/No/Adjusted								
Students can articulate learning targets	Yes					3			
Instructional Activities were present in Lesson Plans	yes					3			
Progress in Course Objectives Present	Yes					3			
Examples of Deep Learning and High Level Practices are Displayed.	NO					0			
<b>Total</b>						20.0	Highly Effective 22-19 Effective 19-15 Minimally Effective 15-11 Ineffective >11		
<b>Domain Performance</b>	Highly Effective								

Instructor:						
Adminstrator:						
Date of Observation:						
Student Growth and Performance						
Observed and Communicated Practice						Administrator's Notes ( <i>identify documents that are used to demonstrate current level of performance</i> )
Performance Level	Ineffective	Minimally Effective	Effective	Highly Effective	Totals	
Collects Appropriate Data		x				
Has Developed a Plan to Demonstrate Student Growth through the use of Data				x		
Uses Data to Inform Instruction			x			
Uses Data to Communicate Student Growth			x			
Utilizes Multiple Forms of Data for Effectiveness				x		
Uses Various Tools to Communicate Learning to Students		x				
<b>Totals</b>	0	5	7.5	10	23	
<b>Domain Performance</b>	Effective					Highly Effective (30-26) Effective (>26-20) Minimally Effective (>20-15) Ineffective (14 and below)

Instructor:							
Adminstrator:							
Date of Observation:							
<h2>Assessments</h2>							
Observed, Communicated and Documented Practice	Performance Level						Administrator Notes ( <i>identify documents that are used to demonstrate current level of performance</i> )
	Ineffective	Minimally Effective	Effective	Highly Effective	Not Started	Total	
Learning Activities are tied to assessments							
Assessments are focused on the most impotant pieces of the curriculum							
Multiple Forms of Assessment are utilized							
Formative assesment is used to provide feedback to students on learning							
Graphic representations of learning targets are used to communicate learning progress to students							
Totals	0	0	0	0	0	0	Highly Effective (30-26) Effective (<26-20) Minimally Effective (<20-15) Ineffective (<15)
<b>Domain Performance</b>	Ineffective						

Instructor :							
Adminstrator:							
Observation Date:							
<b>Planning and Preparation</b>							
Observed, Practice	Performance Level						Administrator Notes ( <i>identify documents that are used to demonstrate current level of performance</i> )
	Start	15 Min	30 Min	45 Min	End	Totals	
Students are engaged in learning activities ( <i>LEVEL</i> )							
All						0	
Most (85%)						0	
Some (60-84%)						0	
Minimal (59%)						0	
Students can articulate purpose of learning	Yes					5	
Instructional activities are effective and purposeful	Yes					5	
Communicated and Documented Practice	Always	Most	Inconsistent	Seldom	Total		
Performance Level							
Lesson Plans are submitted on time							
Lesson plans demonstrate progress in meeting required standards/segments							
Connection between assessments and instructional activities are clear							
A course organizer is used to deliver and communicate units of study							
Sub Total	0	0	0	0	0		
Domain Total		10					
							High Effective (55-48) Effective (<48-39) Minimally Effective (<39-28) Ineffective (<28)
<b>Domain Performance</b>	<b>Ineffective</b>						

Instructor:							
Administrator:							
Date of Observation:							
Classroom and Student Behavior Management							
Observed Behavior							Administrator Notes ( <i>identify documents that are used to demonstrate current level of performance</i> )
<b>Student Engagement in Meaningful Learning Activities</b>	<b>Start</b>	<b>15 Min</b>	<b>30 Min</b>	<b>45 Min</b>	<b>End</b>	<b>Total</b>	
All						0	
Most (85%+)						0	
Some (60-84%)						0	
Minimal (59%-)						0	
Total						0	
<b>Demonstrations of Proficiencies</b>	ALWAYS/MOSTLY/SELDOMLY						
Students demonstrate respect to peers							
Students Demonstrate Respect to Staff Members							
Students Demonstrate Self-Management Techniques							
Student projects/performances demonstrate pride and commitment.							
Total Score							#VALUE!
<b>Domain Performance</b>	<b>#VALUE!</b>						

Instructor:						
Administrator:						
Date of Observation:						
<h2 style="margin: 0;">Documentation and Student Support</h2>						
	Level of Performance					
Performance Level	Always	Mostly	Inconsistently	Infrequently	Total	Administrator Notes ( <i>identify documents that are used to demonstrate current level of performance</i> )
Observed and Documented Practice		x				
Staff member initiates contact and follows through with Student Services regarding student issues	x					
Uses MOCC forms to document student support						
Documents contact with families and support systems						
Collaborates with Student Services and administration						
<b>Total</b>	5	3.8	0	0	8.8	
<b>Domain Performance</b>	Ineffective					

Instructor:							
Administrator:							
Date of Observation							
Professional Responsibilities							
Performance Level	Always	Most	Inconsistent	Seldom	Total	Administrator Notes (identify documents that are used to demonstrate current level of performance)	
Observed and Documented Practice	x						
Demonstrates professionalism		x					
Meets deadlines and professional requirements		x					
Uses Scheduled work hours effectively		x					
Volunteers time and efforts	x						
Establishes and fosters collegiality	x						
Follows directives of administration	x						
<b>Total</b>	<b>20</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>31</b>		
<b>Domain Performance</b>		<b>Highly Effective</b>					
Administrator Comments:							
Instructor Comments:							
Your signature indicates that you have received and read a copy of this formal observation. The End-Of-Year Evaluation will be a compilation of at least two formal observations and other administrator notes. If you would like to respond in writing, it will accompany this document in your personnel file.							
Instructor Signature and Date			Administrator Signature and Date				

# MOCC/MSTC Rubric for Success

## Level of Performance

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Teaching and Learning</b>	<p>Staff member often provides direct instruction and independent practice activities with little variances or creativity. Student engagement in the curriculum is inconsistent. There is little or no evidence of student learning in the classroom. Examples of student work do not reflect high quality. There is little or no checking for understanding.</p>	<p>Staff member provides some variances in instructional activities though direct instruction and independent practice is pervasive. Students struggle to identify learning targets. Evidence of student learning can be observed but does not always reflect a high quality. Some feedback on student learning is given during instructional activities.</p>	<p>Staff member takes advantage of multiple instructional designs to maximize student learning. Students are actively engaged in learning activities and can articulate the objectives of the lesson and units. Students' learning and performance artifacts are displayed and evident and reflect high levels of performance. Feedback on student learning can be observed.</p>	<p>(1) Staff member utilizes many different instructional designs and provides opportunities for students to demonstrate learning in multiple ways. (2) Students are actively engaged in meaningful learning activities that demonstrate proficiency in course objectives. (3) Students can articulate the objectives of the learning activities. (4) Examples of deep learning and high level practices are displayed. (5) Feedback on student learning is a common practice.</p>
<b>Student Growth and Performance</b>	<p>Staff member collects the minimum of required data. Data is not used to guide instruction. Staff member has little to no data to demonstrate student growth and performance.</p>	<p>Staff member collects required data but does not effectively use data to guide instruction and increase student learning. Staff member will use pre and post assessment data to demonstrate student growth when required to do so.</p>	<p>Staff member collects and utilizes multiple forms of data. Staff members use some pre and post assessment data to demonstrate student growth. Staff member demonstrates a willingness to change instructional and planning designs in response to assessment data.</p>	<p>(1) Staff member collects and utilizes multiples forms of data to guide instruction and increase student learning. (2) Staff member utilizes assessments to demonstrate student growth during and after instructional activities. (3) Staff member understands how to use various tools to effectively communicate student growth and learning.</p>

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<b>Assessments</b>	<p>Instructor is unintentional in the planning of assessments.</p> <p>Instructors are often delinquent in providing feedback to students following an assessment.</p> <p>Instructor uses only one or two types of assessments. Little modification or re-teaching occurs following an assessment.</p> <p>Instructor is unable to articulate student growth.</p>	<p>Instructor plans for regular assessments. Instructors provide feedback in a timely manner. Adequate accommodations are made so that students can learn from assessments. Some re-teaching may occur as a result of the data discovered in the assessment. Instructor can utilize some data to demonstrate student learning.</p>	<p>Learning activities are designed around assessments, focusing teaching and learning on the most important standards of the curriculum. Feedback is consistent and provides coaching for the students as they move towards the learning targets. A variety of methods are used to assess student learning. Data is used to demonstrate student learning and students can use the data to track personal learning</p>	<p>(1) Learning activities are designed around assessments, focusing teaching and learning on the most important standards of the curriculum. (2) Feedback is consistent and provides coaching for the students as they move towards the learning targets. (3) Multiple forms of assessment are utilized. (4) Graphs and charts are used to accurately display and communicate student growth and learning. (5) Student can track their own learning by graphic representation of the data.</p>	
<b>Planning and Preparation</b>	<p>Instructor rarely submits complete lesson plans. Students are often disengaged and cannot explain the objective of what they are learning. Learning Activities are not cohesive and are disconnected. There is not a communicated plan/process for teaching course standards.</p>	<p>Instructor usually submits lesson plans that are complete. Students are usually engaged but sometimes struggle in identifying what they should be doing. Learning activities are generally cohesive. Most of the scheduled class time is used for instructional activities, but down time is observable. State standards are often communicated on lesson plans, however, a communicated plan/process for delivery is not clearly defined.</p>	<p>Instructor generally submits complete lesson plans. Lesson Plans demonstrate a progress in the State Segments/Standards. Students are always engaged in the learning process and activities that move students effectively through the course curriculum. Students can communicate the objectives of the learning unit. Lessons flow and are always connected and reflect critical course objectives. Staff member utilizes a course map or similar tool to demonstrate a clear picture of how course standards are organized and arranged into appropriate units of study.</p>	<p>(1) Properly submitted lesson plans demonstrate a progress in the State Segments/Standards. (4) Students are always engaged in the learning process and activities. (5) Students can communicate the objectives of the current learning unit. (6) Lessons flow and are always connected and reflect critical course objectives. (7) All learning units demonstrate a connection between assessments and lesson plans. (8) Staff member utilizes a course map or similar tool to demonstrate a clear picture of how course standards are organized and arranged into appropriate units of study.</p>	

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<b>Classroom and Student Behavior Management</b>	Students are often off task when not immediately supervised by staff. Students demonstrate little effort and pride in their behaviors and performance. Students often disrespect each other and the staff.	Some students are actively engaged in the learning process regardless of immediate supervision. Students demonstrate some pride in their efforts and performance. Students rarely disrespect staff and fellow students.	Most students are actively involved in the learning process regardless of immediate supervision of staff. Students consistently demonstrate pride in their efforts and performance. Students are generally respectful of each other and the staff. Students demonstrate an understanding of the communicated expectations.	(1) All students are actively engaged in the process of learning regardless of immediate supervision by staff. (2) Students always demonstrate pride in their efforts and performance. (3) Students demonstrate consistent respect for fellow students and staff. (4) Students demonstrate an understanding of communicated and practiced expectations. (5) Students demonstrate self-management techniques.
<b>Documentation and Student Support Responsibilities</b>	Staff member is sloppy and inconsistent in record keeping and communication. Staff member is unaware of attendance issues or academic issues of struggling students. Staff member makes little or no effort in assisting at-risk students.	Required record keeping is complete. Staff member is usually aware of student academic and attendance issues. Staff member will communicate with students and stakeholders when prompted to do so. Staff member will fill out student support forms when asked to do so.	Staff member is aware of all student attendance issues and academic progress. Staff member collaborates with Student and Career Services and administration to support students and the processes. Staff member consistently communicates with the students and families and utilizes resources for student success.	(1) Staff member is aware of all student attendance and academic progress and makes attempts at intervention early in the process. (2) Staff member documents frequent contact with students and families to communicate progress. (3) Staff member collaborates with Student and Career Services and administration in a proactive fashion to maximize success.

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<b>Professional Responsibilities</b>	<p>Staff Member fails to comply with the directives of administration. Staff member is inaccurate, incomplete and often misses deadlines. Staff member misuses scheduled work time to engage in personal business. Staff member often arrives late or leaves early. Little collegiality is demonstrated.</p>	<p>Staff member is generally compliant and adheres to policies and directives of administration. Staff member generally meets deadlines and professional requirements. Staff member uses school time effectively. Staff member arrives on time and works till the end of the schedule work hours. Professional relationships are apparent.</p>	<p>Staff member is professional and mindful of all policies. Staff member meets deadlines and professional requirements with minimal exceptions. Staff member engages in meaningful work activities during the scheduled work hours. Staff member is willing to work outside of normally scheduled work hours if necessary. Collegiality and professional relationships are evident.</p>	<p>(1)Staff member is professional and mindful of all policies. (2)Staff member meets all deadlines and professional requirements. (3)Scheduled work hours are used efficiently and effectively to the benefit of the school and students. (4) Staff member demonstrates a commitment to the school through volunteering time and efforts. (5)Staff member actively establishes and fosters collegiality and professional relationships.</p>