

Teacher Evaluation Procedures
Dodge City Middle School

The e4E Philosophy - Elements of an Effective Educator's Evaluation

Educator evaluation is used to assess performance and facilitate professional growth needed for increased student achievement and learning. Research demonstrates that effective Educators constantly reflect on their practice while striving to find effective pedagogical methods and techniques to use in their classrooms to improve students' learning.

- The *e4E* evaluation tool reflects research-based evidence, and incorporates a systematic and continuous approach to improved Educator practice by examining the Educator's (1) understanding of learners, (2) mastery of content, (3) effective use of pedagogy, and (4) engagement in professional activities. These are referred to as the 4 elements and there are 3-4 standards under each element.

ELEMENT 1: The Learner:

The effective Educator has high expectations for students and develops lessons that will engage and challenge students. The Educator understands diverse student learning needs, how learning develops, and plans instruction that is appropriate and individualized. The effective Educator creates a safe, respectful, and academically challenging classroom.

1. Standard 1.1: Learner Development

The Educator understands how students grow and develop, and uses that knowledge to create developmentally appropriate instruction. The Educator regularly assesses individual and group performance in order to design and modify instruction. The Educator collaborates with colleagues, families, the community, and other stakeholders to promote student growth and development.

2. Standard 1.2: Learning Differences

The Educator designs, adapts, and delivers instruction to address diverse learning strengths and needs, and creates opportunities for students to demonstrate learning in various ways. The Educator finds techniques to build on prior knowledge of students.

3. Standard 1.3: Learning Environment

The Educator works to create an environment that supports learning and encourages positive social interaction, active engagement, and self motivation. The Educator manages student behavior and maintains a safe, respectful, and academically challenging classroom.

ELEMENT 2: The Knowledge:

The Educator comprehends the major concepts of the discipline taught and the appropriate tools of inquiry related to that discipline. The Educator translates that knowledge into relevant learning objectives for students. Learning experiences are created that make this knowledge accessible, relevant, and meaningful.

1. Standard 2.1: Knowledge of Content

The Educator demonstrates a thorough knowledge of the content. The Educator guides students through learning progressions and achievement of content standards. The Educator encourages students to question and analyze ideas from diverse perspectives. The Educator encourages students to reflect on prior knowledge and skills, and link familiar concepts to new concepts.

2. Standard 2.2: Content Application

The Educator understands how to connect concepts and uses various perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to real world issues. The Educator engages students in the following areas: applying content knowledge in real world problems; questioning and challenging assumptions; applying higher order cognitive skills for problem solving; generating and evaluating new ideas and approaches; and developing original work. The Educator develops projects that guide students in analyzing the complexities of an issue or in applying cross disciplinary skills.

ELEMENT 3: The Instruction:

The effective Educator understands the need for planning instruction that is developmentally appropriate, engaging, and challenging for students. The effective Educator utilizes a variety of instructional methods and strategies to engage students in learning. The Educator also designs multiple assessments to gauge student achievement and then uses the data to modify and improve instruction.

1. Standard 3.1: Planning

The Educator individually and collaboratively plans learning experiences that are appropriate for curriculum goals and content standards. The Educator plans how to achieve student learning goals by choosing appropriate accommodations and resources, and by differentiating instruction as needed. The Educator plans multiple methods for students to demonstrate knowledge and skill.

2. Standard 3.2: Assessment

Multiple methods of assessment are used to monitor student progress, and to guide Educator and learner decision making. The effective Educator engages learners in understanding and identifying quality work, provides feedback to guide progress toward that work, and modifies instruction, as needed.

3. Standard 3.3: Strategies

The Educator uses appropriate strategies to adapt instruction to the needs of the individual student and groups of students. The Educator provides multiple models and representations of concepts and skills. The Educator uses a variety of methods to engage learners. The Educator facilitates the use of current tools, resources, and technology to maximize content learning in varied contexts. Technology is integrated and utilized in instruction and learning.

ELEMENT 4: The Professional:

The effective Educator engages in ongoing professional learning and uses that knowledge to continually reflect on and modify practice. The Educator takes an active role on the instructional team by giving and receiving feedback from all stakeholders (students, parents, colleagues, and administrators). The professional Educator displays honesty and integrity in interactions with students, parents, colleagues, and the public.

1. Standard 4.1: Professionalism and Professional Learning

The Educator engages in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local, state, and national standards. A variety of data is used to evaluate outcomes of teaching and learning, and to adapt planning and practice.

2. Standard 4.2: Leadership

The Educator takes an active role on the instructional team, giving and receiving feedback on practice. The Educator displays honesty and integrity in interactions with students, parents, colleagues, and the community. The Educator complies with school and district regulations. The Educator works with colleagues and district personnel to build ongoing connections with community resources to enhance student learning and well-being. In recognition of the dynamic nature of modern classrooms, the **e4E** tool uses multiple measures of data to determine the effectiveness of the Educator.

- Below each Standard is the Rubric Structure which shows educator behaviors for the 4 Core Performance Levels/Performance Tasks.

Novice	Developing	Proficient	Distinguished
--------	------------	------------	---------------

Read through the descriptors for each Standard & tie those to a source of evidence. Possible sources of evidence/artifacts should be provided by the teacher or observed by the evaluating administrator during the formal observation.

Consider the following questions:

- What is being demonstrated?
- How does the descriptor help show competency in that area or content?
- Are there other ways to show competency in that area/content that may not be listed?
- What does a proficient educator (good, strong educator) look like in practice for this descriptor?