MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM

(MONTANA-EPAS)

A State Model for

Teacher Evaluation

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High-quality, high-performing teachers and school leaders are critical to ensure student learning. An evaluation system based in professional growth for all educators will help to foster learning environments that meet the needs of all students. (Evaluation Systems Work Group, May 7, 2013)

Introduction

The Montana Educator Performance Appraisal System (Montana-EPAS) is the state model for the evaluation of teachers and school leaders. This standards-based evaluation system is designed to encourage professional learning through a continuum of career development. The Montana-EPAS provides useable tools for school districts to pilot the state model or use a common framework to begin aligning local systems of evaluation to the state standards. Improving professional practice of educators will help to assures student success.

The Montana-EPAS was developed by a subgroup, Evaluation Systems Work Group, formed to meet the requirements of the Board of Public Education (BPE). Below is the BPE standard relating to evaluation:

ARM 10.55.701 Board of Trustees …

(4)(a) The evaluation system used by a school district for licensed staff shall, at a minimum:

(i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff; (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b); (iii) identify what skill sets are to be evaluated; (iv) include both formative and summative elements; and (v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.

(4)(b) … the Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance.

The Montana-EPAS is founded on research-based evaluation processes. Research-based evaluation processes: include formative and summative measures that lead to continuous improvement; are aligned to state standards that reflect excellence; foster a culture of professional growth, which informs practice and promotes learning; and are based on multiple, balanced measures that are fair and ethical. Districts are encouraged to establish mutual core values that will serve as the foundation of their local evaluation system. Based on research and core foundational values of evaluation, the primary purpose of the Montana-EPAS is to promote growth in effective instructional practice that will enable success for all students.

Montana-EPAS Implementation

Districts may pilot the Montana-EPAS by adopting, adapting, and modifying the new state model, or may align their local evaluation system to state standards. Both implementation options fulfill BPE requirements.

Purpose

Montana Educator Performance Appraisal System (Montana-EPAS)
Teacher Evaluation

The primary purpose of the model Montana system for evaluation of teachers is to foster continuous professional growth, enabling success for all students. The model state evaluation system is based on three core concepts: professional growth, continuous improvement, and quality assurance.

Professional growth focuses on enhancing the skills and knowledge of educators through
- Self-assessment and goal-setting;
- Working with colleagues;
- Taking courses;
- Attending workshops;
- Designing new programs;
- Accessing district mentoring and induction programs;
- Piloting new programs or approaches;
- Developing proficiency in test data analysis; and
- Other learning opportunities.

Continuous improvement focuses on the teacher's commitment to continuously improving practice so that student performance is continuously enhanced.

Quality assurance focuses on the collection of credible evidence about educator performance. Evaluators use the evidence to make important decisions about
- Recognizing effective practice;
- Recommending a support plan; and
- Recommending continued employment.

Framework for Teacher Evaluation

The model Montana system for the evaluation of teachers is founded on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching (2nd Edition, 2007)* and on the *Delaware Performance Appraisal System II.* The four framework domains are listed below.

The Four Domains
1. Planning and Preparation
2. Learning Environment
3. Instructional Effectiveness for Student Learning
4. Professional Responsibilities

Domain One: Planning and Preparation

Components: The following criteria will be used to evaluate teaching performance.

1. Planning and Preparation

a. Selecting Instructional Goals

Teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state and district assessment levels of performance.

b. Designing Coherent Instruction

Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.

c. Demonstrating Knowledge of Content and Pedagogy

Teacher shows knowledge of content and how to teach it to a variety of learners. Teacher's plans include natural connections among content areas that deepen student learning. The content that teaches is aligned to the district curricula.

d. Demonstrating Knowledge of Students

Teacher shows knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, and cultural heritage, and state and district assessment performance levels.

e. Designing Student Assessments

Teacher demonstrates the ability to create and/or select assessments congruent with instructional goals, criteria, and standards, and to use formative and summative assessments of students.

Importance of Domain One

Sometimes referred to as the "hidden domain," this domain actually defines how a teacher selects and organizes the content to be taught. Teachers command a deep understanding of both the content and pedagogy related to the subject matter. In planning, teachers are expected to consider and understand the skills and knowledge that students bring to a lesson and build upon that understanding. Knowledge of content alone is not enough to move students toward meeting Montana Content and Common Core Standards, district standards, or teacher-defined standards. All elements of instruction—activities, strategies, and materials— must be appropriate to both the content and students. As it is designed, content is broken into sequences of activities and experiences aligned to the standards that enable students to learn. Further, the teacher selects or designs and implements assessment techniques, both formative and summative, to document student progress throughout the learning experience, to inform future instruction, to guide student improvement, and uses technology when and where appropriate.

Examples of Evidence for Domain One

- Detailed lesson and unit plans
- Goals that reflect district content standards
- Interest surveys for students
- Learning style or Multiple Intelligence surveys
- Parent surveys regarding children's interests and strengths
- Explanations of resources to be used for the unit or lesson
- Descriptions of activities to be used and how the activities will align to instruction
- Descriptions of strategies to be used to construct the classroom environment
- Descriptions of strategies to be used to instruct students with diverse needs
- Formative and summative assessments

Domain Two: Learning Environment

Components: The following criteria will be used to evaluate teaching performance.

2. Learning Environment

a. Managing Learning Environment Procedures

Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routine procedures that maximize learning time.

b. Managing Student Behavior

Teacher establishes behavioral expectations and consequences, and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

c. Establishing a Culture of Learning

Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

d. Organizing Physical Space

Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

Importance of Domain Two

Creating an environment in which learning takes place is critical. Domain Two includes management of student behavior and the expectation that classroom procedures are public knowledge. The aspects of this domain establish the parameters for interactions, create the atmosphere for learning, and define routines and procedures.

All teacher-to-student and student-to-student interactions elicit respect and rapport. The classroom culture exhibits a climate where students feel safe and supported. Students recognize that the teacher is "in charge" and has high expectations for learning and behavior. Students see teachers as fair and interested in the student as individuals and learners.

Examples of Evidence for Domain Two

- Copies of documents used to establish management procedures
- Diagrams and photographs of the classroom(s)
- Rules directed at keeping students safe during instruction
- Documents indicating the rules and consequences for behavior
- Documents sent home to parents about rules or procedures
- Seating charts
- Class schedules
- Student climate survey results

Components: The following criteria will be used to evaluate teaching performance.

3. Instructional Effectiveness for Student Learning

a. Engaging Students in Learning

Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

b. Demonstrating Flexibility and Responsiveness

Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.

c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.

d. Using Questioning and Discussion Techniques

Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose questions and is responsive to student questions. Teacher facilitates student-led discussions.

e. Using Assessment in Instruction

Teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning. Teacher analyzes data presented in reports and determines how to plan instruction for the students in the classroom. Teacher uses formative assessments, e.g., observations, homework, and conferences, to track and understand student progress.

Importance of Domain Three

This domain depends on Domains One and Two for success. Without a structure for instruction and a productive learning environment, content delivery will be affected and student learning will be diminished.

Domain Three is observable in the classroom, unlike Domain One. While the teacher delivers content instruction, students are engaged in the process of learning, and involved in decision making, when possible. Teacher helps students see the value of learning the content by making connections to other disciplines and to student's lives.

Teaching Methods

No single method of teaching is advocated but rather the use of a variety of methods that may range from direct instruction of content, facilitated learning of student groups, and collaborative projects. Teacher motivates students through the implementation of planned activities. Students receive feedback on progress from teacher and peers. There is an excitement about learning that can come from the design and delivery of instruction. The materials generate thoughtful questions

and require students to use critical thinking skills. Teacher uses a variety of questioning techniques to engage student thinking. Students are encouraged to take responsibility for learning and are supported and guided by the teacher. Teacher skillfully uses technology as appropriate to the lesson and the learner.

Examples of Evidence for Domain Three

- Materials used during instruction
- Student work (i.e., Web based, virtual, hard copy)
- Written feedback provided to students during instruction
- Copies of assessments used during the instructional period
- Scoring guides used to assess student work
- Homework assignments
- Video and audio of student performances
- Photographs of student-generated work

Domain Four: Professional Responsibilities

Components: The following criteria will be used to evaluate teaching performance.

4. Professional Responsibilities

a. Communicating with Families

Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two- way communication with families about student progress, behavior, and personal needs or concerns.

b. Developing and Maintaining an Accurate Record System

Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

c. Demonstrating Professional Work Ethic

Teacher adheres to district policy, procedures, and the Montana Code of Ethics. Teacher demonstrates leadership through honesty and integrity in relations with students, staff and community.

d. Growing and Developing Professionally

Teacher chooses and participates in professional growth that is aligned with professional needs and aligned with needs of the students, school and district.

e. Reflecting on Professional Practice and Engaging in a Professional Community

Teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Importance of Domain Four

Teacher engages in many professional activities to develop and improve teaching skills. While Domain Four requires evidence of such activities an inclusive document of all professional growth activities is not expected. The intent is to focus on professional growth activities within the context of school, district and student.

Communication and Record Keeping

Teacher communicates with families about the academic, developmental, and behavioral progress of the student. This communication is two-way and ongoing. Teacher understands family needs and works with the families to schedule meetings, phone calls, emails, and other interactions to keep the families constantly informed of student progress. When appropriate, teacher involves students in the conversation. Teacher informs evaluator of these interactions when appropriate. Records are maintained by teachers as defined by district policy and procedures.

Professional Work Ethic

Teacher follows district policies and procedures including, but not limited to punctuality, confidentiality, adhering to duty schedules, modeling and enforcing school rules and regulations, completing assigned responsibilities, and cooperating with fellow staff.

Professional Growth

Teacher demonstrates professional growth along the continuum of career development of a teaching career. Teacher understands the need to stay current as methods, curriculum, and technology constantly change in the field. Professional growth activities may include:

- Studying topics related to new curricula;
- Implementing new strategies or programs;
- Working with others on teams or in study groups;
- Conducting action research;
- Selecting professional goals is directly related to teaching standards, improving student learning, and school improvement; or
- Developing professional goals and working toward his or her accomplishment.

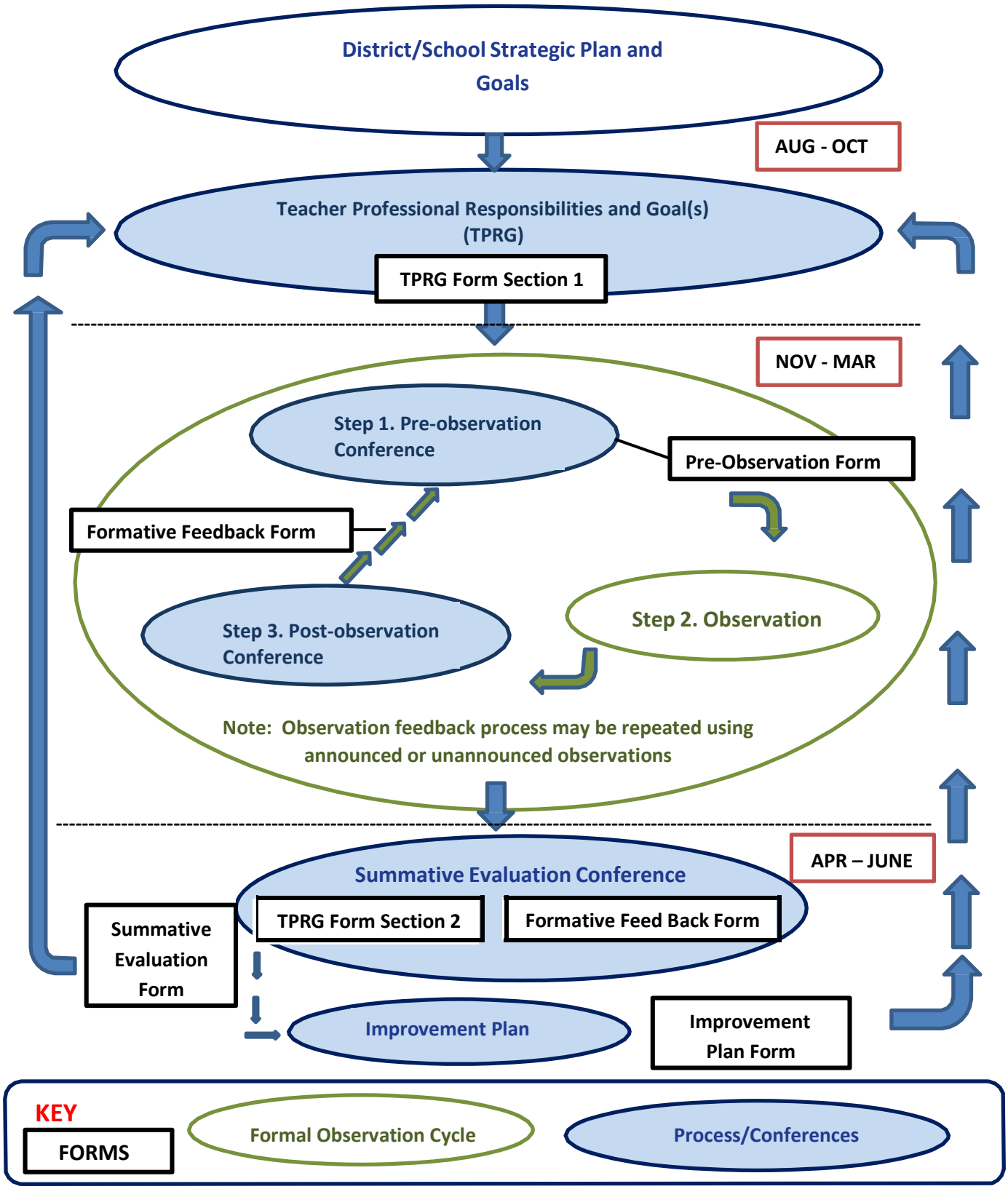
Reflective Thinking

Teacher takes an active role in school activities and participates to enhance professional practice and improve student learning. Teacher understands that improvement of student learning is a collaborative effort of school staff and administration. Teacher reflects on practice in terms of daily work and considers how to improve skills and knowledge. Teacher can self-assess performance against standards, set goals to improve personal practice, and document progress.

Examples of Evidence for Domain Four

- Logs communication with families
- Communications sent home to families
- Samples of email communications with families
- Interactive websites that provide information about events in the classroom, homework, and student progress
- Evidentiary documentation demonstrating that parents are encouraged to actively assist children's education
- Professional Responsibilities and Goal(s) Form
- Writings and videos of best professional practice (i.e., National Board Certification Program)

Montana Educator Performance Appraisal System Cycle – Teacher



Appraisal Cycle Elements for Teacher Evaluation

The three main elements of the Montana-EPAS Appraisal Cycle for teacher evaluation include the framework for teaching domains and rubrics, process and conferences, and forms. The process and conferences provide a formal method to review and analyze the data used in the appraisal, and provide a consistent approach to ensure continuous professional growth. Used in conjunction with the Teacher Appraisal Cycle graphic (page 14) and the step-by-step appraisal cycle for teacher evaluation (page 16). These elements are the core of the evaluation system. Domains, process and conferences, and forms are listed below.

Framework Domains and Rubrics

1. Planning and Preparation
2. Learning Environment
3. Instructional Effectiveness for Student Learning
4. Professional Responsibilities

Process and Conferences

Goal-Setting Conference
Pre-Observation Conference Post-
Observation Conference
Summative Evaluation Conference
Improvement Plan Conference

Forms

Teacher Professional Responsibilities and Goal(s) Form – Teacher
Pre-Observation Form – Teacher
Formative Feedback Form – Evaluator
Summative Evaluation Form – Evaluator
Improvement Plan Form – Teacher and Evaluator

Process-at-a-Glance

Teacher Appraisal Cycle

1. **District/School Strategic Plan and Goal Setting**

2. **Teacher Professional Responsibilities and Goals**
   a. **Review of Professional Responsibilities**
   b. **Establish Goals aligned to D/S Strategic Plan and Goals**

3. **Observation Feedback Process**
   a. **Pre-Observation Conference**
   b. **Observation**
   c. **Post-Observation Conference**
      i. **Feedback Forms**
      ii. **Other data**
      iii. **Analyze progress toward attaining goals and completing professional responsibilities**

Note:
Observation feedback process may be repeated using announced or unannounced observations.

4. **Summative Evaluation**
   a. **Review progress toward professional responsibilities completion and attaining goals**
   b. **Review four domains, e.g., Planning and Preparation**
   c. **Artifacts for discussion**

5. **Improvement Plan**

Step-by-Step Teacher Evaluation Process

District/School Strategic Plan and Goal Setting

District/School-Wide Goal-Setting
At the beginning of the new school year, the superintendent/principal reviews the district/school strategic plan with staff. The administrators and teachers examine district/school-wide data and other information relevant to the goals of the district/school strategic plan. Teachers have access to district/school data as well as current student data from the prior spring's state assessment.

Teacher Professional Responsibilities and Goals

Domain Four (Professional Responsibilities)

Purpose
Setting goals for student and self-improvement is an important part of every educator's work. Clear, measurable goals provide a road map for teacher and student, and enable the teacher to plan lessons and activities that help to ensure the achievement of the goals. Goals serve three purposes.

- Specific goals inform the Planning and Preparation Domain and guide teacher development of a plan for learning for all students.
- Goals help integrate all four domains into a cohesive system.
- Goals for self-improvement focus the reflective practice and professional development work of the teacher. Process and outcome goals are important in establishing successful self-improvement goals.

As part of the Professional Responsibilities and Goal(s) Form, professional responsibilities provide evaluator with information about teacher professional performance related to components in Domain Four.

Process
Teacher Professional Responsibilities and Goal(s) Form (Section 1)
Completion of the Teacher Professional Responsibilities and Goal(s) Form is a two-part process. The first section of the form is completed at the beginning of the school year and the remainder of the form is completed before the Summative Evaluation Conference. This form will be used by evaluator to provide feedback on teacher goal attainment, success in completing professional responsibilities, and to assist teacher in setting goals for the following year.

Initial Goal(s) Conference

After completing the first section of the Teacher Professional Responsibilities and Goal(s) Form and submitting to evaluator, teacher meets with the evaluator to briefly discuss teacher instructional effectiveness and professional responsibility goal(s).

Throughout the year, teacher monitors progress toward goal achievement, and gathers appropriate evidence. At any point, teacher may request a meeting with evaluator to discuss preliminary findings. A Formative Feedback Conference is an opportunity for discussion of preliminary findings.

Possible Evaluator Questions for the Initial Goal-Setting Conference

- How do your goals fit into the school goals?
- Why did you choose this goal?
- How will your goals contribute to student improvement?
- What information will you collect to monitor student progress?
- How will you determine whether you have or have not met your goals?

Teacher Professional Responsibilities and Goal(s) Form (Section 2)

Before the Summative Evaluation Conference, teacher completes second section of the form analyzing goal attainment, and provides a copy to evaluator. Teacher may attach artifacts, such as classroom assessments, school achievement tests, and other documents, as evidence of goal achievement. At the beginning of the upcoming school year, teacher reviews information and considers follow-up as part of the process of setting goals for the coming year.

Professional Responsibility and Goal Setting Process Review

Teacher, who is evaluated, completes the following activities during each appraisal cycle

- Participate in school-wide review and discussion of school success plan and goals.
- Meet with instructional team or department to discuss how school goals can be used as basis for team and personal goal(s) for student improvement.
- Identify personal goal(s).
- Complete Section 1 of Teacher Professional Responsibilities and Goal(s) Form and submit to evaluator.
- Conference with evaluator to review and clarify personal goal(s) and planned activities within professional responsibilities.
- Implement plans to achieve personal goal(s) and complete professional responsibilities.
- Collect data, track, and analyze progress toward attaining goal(s) and completing professional responsibilities.
- Complete Section 2 of the Teacher Professional Responsibilities and Goal(s) Form and submit to evaluator prior to the Summative Evaluation Conference.
- Participate in Summative Evaluation Conference to discuss progress toward attaining goal(s) and completing professional responsibilities. Provide artifacts or additional documentation related to components or discussion of aspects not covered on the form with evaluator.

Observation and Formative Feedback

Domain One (Planning and Preparation)
Domain Two (Learning Environment)
Domain Three (Instructional Effectiveness for Student Learning)

Overview

Observation provides a view of teacher practice and the opportunity to collect information to assess performance. It serves as a snapshot of practice captured through watching, teaching, and providing feedback on what is observed. In some cases, one observation is sufficient to clearly see the teacher's practice, but sometimes multiple snapshots are necessary.

Observation Key Concepts

- It is strongly recommended that the first observation be announced and of sufficient length to see a lesson from beginning to end.
- Subsequent observations may be announced or unannounced and are of sufficient length, at least thirty (30) minutes, so that the evaluator can analyze the lesson and accurately assess performance.
- There must be an appropriate amount of time between observations for teachers to improve performance.
- Observations recommended to begin after students have been in attendance for five (5) full days, unless an Improvement Plan calls for such an observation.

Announced and Unannounced Observations

In some cases, teacher knows that evaluator takes snapshot, but in others, there is no advance notification. In both situations, evaluator focuses on consistency of quality of teaching.

- **Announced Observations**
  An announced observation is a means for the teacher and evaluator to discuss the context and plans for the lesson to be observed prior to its implementation.
- **Unannounced Observations (recommended minimum of thirty (30) minutes in duration)**
  Unannounced observation is an unscheduled opportunity for evaluator to watch teacher in action. Evaluator relies solely on direct observation of events to examine teacher practice during observation period. Teacher is expected to conduct "business as usual" in the classroom.

Pre-Observation Form and Conference (For announced observations)

Purpose

The Pre-Observation Form and Conference provide evaluator with information about the upcoming observation and components of the domains that may not be directly observable. Information from self-assessment and formal process of sharing the evidence collected helps teacher clarify strengths and identify areas for growth.

Process

- The teacher completes the Pre-Observation Form and gives it to the evaluator prior to the Pre-Observation Conference.
- A copy of the detailed lesson plan for the lesson to be observed must be attached.
- A detailed lesson plan includes standards, objectives, descriptions of activities, and student assessments pertinent to the lesson.
- Evaluator will schedule the Pre-Observation Conference as close as possible to the time of the scheduled observation.
- The conference is held in teacher's classroom, if possible, to facilitate access to supplemental information and examination of the organization of the space.
- During the Pre-Observation Conference, teacher and evaluator will engage in a conversation about the lesson including
    - How it fits into the teacher's overall goals, if applicable;
    - The standard(s) the lesson is designed to address;
    - Any unique issues the class presents; and
    - Other lesson-related issues.

Possible Evaluator Questions for Pre-Observation Conference

- Describe the standards to be addressed in the learning sequence.
- How will the learning sequence prepare students to demonstrate his or her mastery of the standards?
- Describe the students in this class.
- How did you use your knowledge of the students as you selected strategies, activities, and materials?
- Outline your goals for this unit.
- How does this lesson fit into the unit?

Post-Observation Conference

Purpose

The Post-Observation Conference provides an opportunity for the evaluator and the teacher to discuss the observation and the teacher's performance relative to Domains One, Two, and Three.

The Formative Feedback Form serves as a written record of the Post-Observation Conference.

Process

- After the observation, either announced or unannounced, a conference is held between the teacher and the evaluator. This conference is recommended to take place within five (5) working days of the observation.
- The conference is held in teacher's classroom, if possible, to facilitate access to supplemental information and examination of the organization of the space.
- Specific feedback regarding the observation relative to components of the observed domains will be discussed.
- During the Post-Observation Conference, the teacher may present additional information or evidence to support the observed lesson.

Possible Evaluator Questions for Post-Observation Conference

- How did you establish and communicate your expectations, rules, and procedures to your students?
- How did you create a climate in your classroom in which students were engaged in learning and treated each other with respect?
- How did you ensure that all students had access to the resources needed during the course of the lesson?
- Describe any adjustments you made to the lesson during instruction.
- Briefly describe what came before the observed lesson and what took place during the next lesson(s).
- How did you know that all students understood what you taught in this lesson?

Formative Feedback Form

- After the Post-Observation Conference, the evaluator will write a concise narrative on the Formative Feedback Form that describes performance based on the components of the observed domains, discussion related to the domains, and artifacts related to Domains One, Two, and Three.
- The Formative Feedback Form content is simply a verification of what was observed and then discussed at the Post-Observation Conference. The information can help a teacher plan future professional growth options. This form is a valuable tool for teachers to use in reflection on his or her practice.
- This form will be provided to the teacher. It is recommended the form be provided within five (5) working days of the conference. Formative Feedback Forms are required for both announced and unannounced observations.
- For an unannounced observation, or for an observation that is part of the Improvement Plan process, feedback on some domains may not be necessary.
- The teacher signs the Formative Feedback Form and returns it to the evaluator. It is recommended the form be signed and returned within five (5) working days of receiving the form. A copy of this form with both signatures will be provided to the teacher.

Response to Formative Feedback Form

If a teacher disagrees with any feedback on the Formative Feedback Form or wishes to add additional information to support any comment, he or she may provide information in writing to the evaluator within a recommended time of fifteen (15) working days of receipt of the form. The teacher may request a second conference with the evaluator to discuss concerns. Additional information provided will become part of the appraisal record.

Observation and Formative Feedback Process Review

- Complete the Pre-Observation Form.
- Participate in Pre-Observation Conference to discuss documents, including a detailed lesson plan, offer additional information or artifacts, and respond to evaluator's questions.
- After observation, reflect on events during observation period.
- Participate in Post-Observation Conference to discuss observation, respond to evaluator's questions, and offer additional information or artifact.
- Review written Formative Feedback Form, sign as indicated, and return to evaluator.
- Unannounced observations are not included in the Pre-Observation Form or Conference.

Summative Evaluation

All Domains

Overview
The Summative Evaluation process occurs at the end of the evaluation cycle.

Using information contained in the observation process and additional elements it determines a teacher's overall performance rating. The first step is the Summative Evaluation Conference, followed by completion of the Summative Evaluation Form.

Summative Evaluation Conference
Purpose
At the Summative Evaluation Conference, the evaluator shares overall impressions of a teacher's practice, as well as a summary of the teacher's performance as it relates to the four domains.

It is an opportunity for a rich conversation between the evaluator and the teacher, where clarification and additional information may be provided, and where, together, the evaluator and the teacher may discuss future professional development goals that support continuous professional growth.

Process
- Over the course of the appraisal cycle, the evaluator compiles all of the data sources relative to a teacher's performance on all four domains of the system.
- In the spring, when all activities for the appraisal cycle have been completed by both evaluator and teacher, a conference is held to discuss the teacher's overall performance.
- The teacher may bring additional evidence to the conference, and may update the Teacher Professional Responsibilities and Goal(s) Form prior to the conference.
- The evaluator will indicate during the conference the domain ratings and the overall summative rating that will appear on the Summative Evaluation Form.
- The evaluation conference may include follow-up discussion on goals, clarification of issues, other ways to collect data throughout the year, and other written documentation shared with the teacher during the course of the appraisal cycle. It may also begin the goal-setting process for the upcoming year.

Possible Evaluator Questions for Summative Evaluation Conference
- How did you analyze and use data on student performance to inform planning and instruction?
- Did you achieve your goal(s)?
- How did you measure attainment of your goal(s)?
- Did your goal(s) lead to strengthened professional performance and improved student learning?
- What professional growth activities did you engage in this year?
- As you reflect on your practice, what do you want to achieve next year?
- What are your professional growth plans for the upcoming year?

Summative Evaluation Form

Purpose

The Summative Evaluation Form provides written feedback about the performance of the teacher related to all four domains. It is a written record of the conversation during the Summative Evaluation Conference. Hence, there are no surprises for the teacher in the content of the written form. The Summative Evaluation Form includes the evaluator's ratings of the teacher's performance in each domain, and an overall rating.

Process

- It is recommended that within ten (10) working days of the Summative Evaluation Conference, the evaluator completes the Summative Evaluation Form and provides it to the teacher.
- To complete the Summative Evaluation Form, the evaluator considers all domains and evidence and rates the teacher's performance for each domain.
- The evaluator assigns an overall summative evaluation rating of Unsatisfactory, Developing, Proficient or Exemplary or based on the combination of ratings of the four domains. Each of the four domains are weighted equally in developing the overall rating.
- The teacher signs the Summative Evaluation Form and it is recommended the form be returned to the evaluator within five (5) working days. A copy of this form with both signatures will be provided to the teacher.

Descriptions of four overall ratings

Unsatisfactory - Little or no knowledge and minimal implementation of teaching standards. Does not meet minimal teaching standards and needs substantial improvement.

Developing - Evidence of novice performance; fundamental knowledge and implementation of teaching standards. Integration of teaching standards is inconsistent. Teacher is making progress towards proficiency.

Proficient - Evidence of solid performance; strong knowledge, implementation, and integration of teaching standards; clear evidence of proficiency and skill in the domain/component.

Exemplary - Evidence of exceptional performance; outstanding knowledge, implementation, and integration of teaching standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.

Summative Evaluation Process Review

- Review all documents for full cycle: Teacher Professional Responsibilities and Goal(s) Form(s), Formative Feedback Form(s), and other relevant written communications to or from evaluator.
- Participate in Summative Evaluation Conference to discuss documents, offer additional information or artifacts, and respond to evaluator's questions.
- Review written Summative Evaluation Form, sign as indicated, and return to evaluator.

Improvement Plans

Purpose
Improvement Plans are developed to help teachers focus on targeted area(s).

Process
An Improvement Plan may be developed when a teacher's performance in any domain or overall is rated as "Unsatisfactory" on the Summative Evaluation Form.

Improvement Plan Conference
The teacher and evaluator review the Improvement Plan Form before the Improvement Plan Conference to reflect on the items that will be discussed.

At the Improvement Plan Conference, the teacher and evaluator develop a plan using the Improvement Plan Form.

Improvement Plan Form
Improvement Plans may include

- Identification of the specific deficiencies and recommended area(s) for growth.
- Measurable goals for improving the deficiencies to satisfactory levels.
- Specific professional development or activities to accomplish the goals.
- Specific resources necessary to implement the plan, including, but not limited to, opportunities for the teacher to work with curriculum specialists, veteran teacher(s), and teacher-to-teacher cadre.
- Procedures and evidence that must be collected to determine that the goals of the plan were met.
- A timeline for the plan, including intermediate checkpoints, to determine progress.
- Procedures for determining satisfactory improvement.

Teachers are accountable for the implementation and completion of the plan and talk with the evaluator if amendments to the plan seem necessary.

Upon completion of the plan, the evaluator and teacher sign the Improvement Plan Form, documenting the completion of the plan.

***Enhancing Professional Practice: A Framework for Teaching (2nd Edition),* developed by Charlotte Danielson and the *Delaware Performance Appraisal System II*, provides the conceptual basis for this evaluation system. Modifications have been made to meet the needs of Montana schools. The framework for teaching is a definition of professional practice, which outlines elements of practice in four separate domains.**

MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM

(MONTANA-EPAS)

A State Model for Teacher Evaluation

Teacher Evaluation Rubrics and Indicators

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

DOMAIN 1: PLANNING AND PREPARATION – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1a: Selecting Instructional Goals	Teacher's goals for learning are at an inappropriate level or are stated only as instructional activities, and the goals do not permit viable methods of assessment.	Teacher's goals for learning are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals for learning are appropriate for most students in the class; the goals reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals for learning expect high-level learning and the goals cultivate high-learning expectations relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has little or no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions or alternative thinking.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge including alternative thinking.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding while allowing for alternative thinking.
1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses the knowledge to plan for diverse groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
1e: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for some students. Teacher uses assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of most students. Teacher intends to use assessment results to plan for future instruction for diverse groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to his or her development. Assessment methodologies have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

Component 1a: Selecting Instructional Goals

The teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals must be appropriate for the learners and reflect high expectations for all students.

Component 1a Elements and Indicators of Performance

Value, Sequence, and Alignment

- The teacher selects learning goals that are aligned with the Montana Content and Common Core Standards and the district's curricula.
- Goals are appropriate for the learners and represent high expectations and rigor for the students.
- Goals reflect important learning in the discipline.
- The teacher communicates how and why the goals are important in building a strong understanding of the content.
- Goals are congruent with the sequence of learning being taught.
- The sequence moves seamlessly from simple to more complex expectations; the teacher adjusts the expectations for learning as the students acquire the knowledge.
- Goals promote learning connections within the discipline and in other related disciplines.

Clarity

- Goals are clearly presented in written plans.
- Goals define and describe what students will know and be able to do as a result of the teaching.
- Each of the goals can be readily assessed through both formative and summative assessments.

Balance

- Students demonstrate his or her understanding and knowledge in multiple formats.
- Where appropriate, goals reflect several different learning styles.
- When possible, goals include coordination and integration both within the content area and in other related content areas.

Suitability for Diverse Learners

- Goals are based on a comprehensive assessment of student learning.
- The teacher collects and analyzes both group and individual student data.
- The teacher identifies prerequisite skills and knowledge of the students and uses the information to plan to meet the individual needs of the students.
- The teacher uses a variety of information to plan to meet the individual needs of the students.

Component 1b: Designing Coherent Instruction

The teacher plans learning activities that align with instructional goals and support student learning. Instructional planning must show a structure. Selection of materials and activities must support student learning relative to the district's curricula.

Component 1b Elements and Indicators of Performance

Learning Activities

- Learning activities designed and/or selected are suitable for diverse learners and support the instructional goals.
- Activities reflect a common target for students to master but are adapted to meet the needs of the individual students.
- Activities and tasks are designed to engage all students in cognitive activity.
- Activities require students to think and problem solve, provide choice and initiative in how the student might demonstrate knowledge, and provide for depth rather than breadth.

Instructional Materials and Resources

- All materials and resources are suitable for the students and support the stated instructional goals of the lesson.
- Materials and resources support cognitive engagement.
- The teacher assures that activities and tasks support meaningful learning.
- When appropriate and possible, the teacher uses technology to enhance the learning experience.
- When students are working independently or in groups, students may select and/or adapt materials to be used during learning.

Instructional Grouping

- The teacher creates instructional groups that are varied, appropriate to student learning, and meet instructional goals.
- When appropriate, students are encouraged to have input into constructing the groups.

Lesson and Unit Sequence

- The lesson structure is coherent, meaning that it moves from easy to hard and/or simple to complex over the course of the learning sequence.
- The teacher plans time allocations that are reasonable, including planning to accommodate the diverse student needs in the class.
- The lesson has a beginning, middle, and end.
- Time and opportunities for closure and reflection are included.

Component 1c: Demonstrating Knowledge of Content and Pedagogy

This component focuses on the teacher's ability to show his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans should include natural connections among content areas that deepen student learning. The content that he or she teaches must be aligned to the district's curricula.

Component 1c Elements and Indicators of Performance

Knowledge of Content and the Structure of the Discipline

- The teacher uses their deep knowledge of the content while planning.
- The teacher identifies the important concepts in the discipline and organizes concepts to make them suitable for the learners in the class.
- The teacher considers intra-disciplinary connections and plans how he or she will help students see the connections between what the students learned previously and what the students will be learning.
- The teacher identifies how the content in this discipline is related to and supports the content in other disciplines.
- The teacher assists students in understanding the importance of the discipline and how it may be used in the "real world."

Knowledge of Prerequisite Relationships

- The teacher's plans reflect the ability to identify the prerequisite relationships between topics and concepts necessary for student success in the lesson and throughout the sequence of learning.
- The teacher determines the students' current skill levels and uses that information in planning the lesson.
- Plans reflect understanding of the relationships among topics and concepts and a link to necessary cognitive structures of students to ensure learning.

Knowledge of Content-Related Pedagogy

- The teacher selects a wide range effective pedagogical approaches that may be used during the sequence of learning.
- The teacher selects specific strategies for each lesson and can discuss why these strategies are appropriate for the students in the class at this time.
- The teacher anticipates student misconceptions or alternative ideas related to learning content and plans for how to address those situations during instruction.
- The teacher encourages critical thinking.

Component 1d: Demonstrating Knowledge of Students

This component focuses on the teacher's ability to show his or her knowledge of student developmental characteristics and approaches to learning, knowledge, skills, interests, cultural heritage, and, where applicable, State Assessment performance levels.

Component 1d Elements and Indicators of Performance

Knowledge of Child and Adolescent Development

- The teacher displays current and accurate knowledge of child and adolescent development.
- The teacher uses his or her knowledge of child and adolescent development to plan lessons.
- The plans indicate how the teacher meets the needs of the general population of students.
- The plans include adaptations or modifications to meet the needs of individual learners in the class.

Knowledge of the Learning Process

- The teacher uses knowledge of how students learn when crafting plans.
- Plans reflect a variety of approaches to learning to assure all students have access to learning.

Knowledge of Students' Skills, Knowledge, and Language Proficiency

- The teacher displays understanding of individual students' skills, knowledge, and language proficiency.
- The teacher makes use of relevant student data when planning instruction and/or communication with the students.

Knowledge of Students' Interests and Cultural Heritage

- The teacher values student interests and cultural heritage.
- The teacher considers student interests and heritage when planning lessons.
- The teacher encourages students to share his or her expertise related to the student's cultural heritage and/or interests.
- The teacher actively engages students by tapping into student interests in the lesson.

Knowledge of Students' Special Needs

- The teacher collects information about each student's learning and medical needs.
- The teacher collects student information from a variety of sources.
- When planning, the teacher considers the Individualized Education Plan of the students and/or any other special needs.
- The teacher refers to student information when considering adaptations or accommodations for instruction and assessment.
- The teacher uses student information when creating groups or considering seating arrangements.

Component 1e: Designing Student Assessments

This Component focuses on the teacher's ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of their students.

Component 1e Elements and Indicators of Performance

Congruence with Instructional Goals

- The teacher creates and/or selects assessments that are fully aligned with the instructional goals in both the content and process.
- The teacher ensures assessment methods have been adapted for the individual needs of the students including identified accommodations and/or allowing students to demonstrate his or her knowledge through an alternate measure.

Criteria and Standards

- Assessment criteria and standards are clear to the teachers and the students including rubrics that will be used to evaluate work.
- The teacher encourages students to be involved in the development of the criteria and standards.
- The teacher encourages students to use formative assessment data to evaluate their own work and guide their learning.

Design of Formative Assessments

- The teacher includes formative assessment data in designing future instruction.
- The teacher aligns formative assessments to instructional goals including content and process goals.
- The teacher uses formative assessments as student practice and allows the assessments to be revised.

Use for Planning

- The teacher plans for the use of formative and summative assessments to closely monitor student learning.
- The teacher is familiar with a broad array of assessment data related to the students in the class.
- The teacher uses information such as state assessment data, district assessment data, and classroom data when planning.
- The teacher uses the collective data to design instruction for both the class and for individual students within the class.

DOMAIN 2: LEARNING ENVIRONMENT – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2a: **Managing Learning Environment Procedures**	Routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2b: **Managing Student Behavior**	Student behavior is poor, with little or no clear expectations or monitoring of student behavior. Teacher reacts inappropriately to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, with the use of student participation in setting expectations and monitoring behavior. Teacher establishes clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful of students.	Student behavior is entirely appropriate, with the use of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2c: **Establishing a Culture of Learning**	The learning environment does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The learning environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The learning environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher is firmly committed to establishing a culture of learning.
2d: **Organizing Physical Space**	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's learning environment is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's learning environment is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's learning environment is safe and students contribute to ensuring that the physical environment supports the learning of all students.

Component 2a: Managing Classroom Procedures

The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routine procedures that maximize learning time.

Component 2a Elements and Indicators of Performance

Management of Instructional Groups

- Student grouping is well organized and constructed to maximize learning.
- Students interact well with one another.
- The teacher assists students in developing the skills to effectively work in a group setting.
- The teacher sets and models student group behavior expectations.
- The teacher orchestrates all aspects of the grouping process.
- The teacher relinquishes control as students become more effective in assuming responsibility for his or her work within the group.

Management of Transitions

- Transitions are seamless and result in little loss of instructional time.
- The teacher plans and monitors changes in activities and/or grouping.
- The teacher anticipates the time needed to shift focus from one activity to another.
- Students are partners in assuring that no time for learning is lost.
- The teacher has clear and overt signals for students indicating when the students are to be in a location and ready to work.

Management of Materials and Supplies

- Students assume routine classroom duties and activities.
- Classroom procedures allow for students to hand out and/or collect the materials.
- Supplies and materials are set up in an area of the classroom where the “supply managers” can find them for distribution.
- Supplies and resources are at the group location before the students arrive.
- Students understand how to receive and hand in work.
- The teacher prepares resources ahead of time to facilitate the smooth operation of the classroom.

Performance of Noninstructional Duties

- Students are engaged in learning tasks directly related to the lesson while their teacher is performing necessary noninstructional duties.
- The teacher establishes and monitors ways to have noninstructional activities conducted while learning continues.

Component 2b: Managing Student Behavior

The teacher establishes behavioral expectations and consequences and monitors student conduct. The teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

Component 2b Elements and Indicators of Performance

Expectations

- The teacher has clearly established standards of conduct and students can articulate what is expected of them both academically and behaviorally.
- Actions and reactions of the students clearly demonstrate understanding of the expectations.

Monitoring of Student Behavior

- Students monitor his or her own personal and group behaviors in the classroom.
- When students monitor and correct each other, it is done in a respectful manner.
- The teacher uses preventive strategies to monitor student behavior.
- The teacher intervenes before student behaviors impact student learning.

Response to Student Behavior

- The teacher responds to misbehavior effectively.
- Teacher interactions with the student(s) are sensitive to the student's individual needs.
- Teacher reactions to student misbehavior are entirely appropriate in tone, wording, and action.

Component 2c: Establishing a Culture of Learning

The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

Component 2c Elements and Indicators of Performance

Teacher Interaction with Students

- The teacher's interactions with students reflect genuine respect and caring for individual students and groups of students.
- The teacher establishes a climate in which students are willing to take risks in extending their learning.
- The teacher's interactions are appropriate for the age and culture of the students.
- The teacher deals with sensitive interactions with students appropriately.
- The teacher models and sets expectations for student interactions.

Students Interactions with Others

- Students display respect and caring for their teachers.
- Students demonstrate genuine caring and respect for one another.
- Students may monitor the interactions of others in the class or in a group.
- The teacher monitors interactions between the students and intervenes when interactions are inappropriate.
- All corrective interactions exhibit respect for the individual.

Importance of the Content

- Students participate in class activities and demonstrate his or her understanding of the content within and outside of the discipline.
- The teacher discusses and models the importance of content and connections.
- Students understand that the content is important for him or her to acquire.
- The teacher uses student interest to build upon that understanding.

Expectations for Learning and Achievement

- Students are actively involved during class, have internalized expectations, work hard, and persist to accomplish the goals.
- Students understand the teachers are there to support him or her.
- Instructional goals, activities, and assignments convey high expectation for student learning.
- Activities are carefully crafted and/or selected to engage the students in learning.

Pride in Student Work

- Students demonstrate attention to detail and take obvious pride in his or her work.
- Students initiate improvements on individual or group assignments sometimes prompted by teacher feedback and at other times prompted by the students themselves.

Component 2d: Organizing Physical Space

The teacher organizes, allocates, and manages physical space to create a safe learning environment. The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

Component 2d Elements and Indicators of Performance

Safety and Accessibility

- The classroom is safe and students assist in monitoring for safety.
- Aisles/passage areas are clear to ensure the safe movement of the students.
- The room arrangement assures that all students have access to the learning.
- The teacher models and sets expectations for appropriate equipment use and safety procedures.
- The teacher monitors and corrects any safety infractions.
- The teacher ensures all students have the needed materials to be successful in learning.

Arrangement of Furniture and Use of Physical Resources

- Students know where the needed materials are located and acquire the resources in a manner that does not disrupt the learning for others.
- The teacher arranges the setting to maximize learning.
- The teacher implements different grouping strategies during the class period.

DOMAIN 3: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING – TEACHER EVALUATION RUBRIC				
COMPONENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
3a: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are intellectually engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3b: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumesno responsibility for students' failure to understand.	Teacher inconsistently demonstrates flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is consistently responsive tonstudents' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
3c: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3d: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little substantive discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at substantive discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, substantive discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in substantive discussion. Teacher employs cognitive coaching in questioning.
3e: Using Assessment in Instruction	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to the students. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high-quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.

Component 3a: Engaging Students in Learning

Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district's curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

Component 3a Elements and Indicators of Performance

Activities and Assignments

- Students demonstrate his or her knowledge and understanding of the content in a variety of ways.
- Activities require students to think and problem solve.
- Activities promote cognitive engagement which promotes students' exploration of the content.
- Tasks provide for some student choice and initiative.
- Students are encouraged to initiate or adapt activities and projects to enhance his or her understanding.

Grouping of Students

- Students are actively engaged in group work.
- Student groups are structured to promote a productive learning experience.
- Student groups are appropriate to the purpose of the lesson.

Instructional Materials and Resources

- Materials and resources are suitable to the instructional purposes of the lesson.
- Materials and resources promote the cognitive engagement of students.
- Materials and resources are aligned to the goals of the lesson and sequence of learning.

Structure and Pacing of the Lesson

- Students are actively engaged in learning throughout the period.
- The lesson has a logical and well-structured sequence of learning experiences.
- Lesson pacing is neither belabored nor rushed.
- Lesson pacing is appropriate for all students within the class.
- Time for reflection and closure is built into the lesson.

Component 3b: Demonstrating Flexibility and Responsiveness

The teacher has a repertoire of instructional strategies and makes use of the strategies to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.

Component 3b Elements and Indicators of Performance

Lesson Adjustment

- The teacher accurately observes the actions and reactions of the students as the lesson is being implemented.
- The teacher adjusts his or her plans and pacing based on students' needs and progress through the lesson.
- Adjustments to the lesson occur smoothly.

Response to Students

- The teacher enhances learning by building on a student's interests and/or talents.
- Spontaneous events within a class are used to enhance understanding of the content.

Persistence

- The teacher seeks effective approaches for students who need help in their classes.
- The teacher uses his or her repertoire of strategies to assist the students in learning.
- The teacher is knowledgeable of and solicits resources from the school and/or community.

Component 3c: Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.

Component 3c Elements and Indicators of Performance

Expectations for Learning

- Students understand how the current lesson fits into the broader sequence of learning.
- The teacher communicates the purpose of the lesson or unit (sequence of learning) clearly.
- The teacher links the purpose of the learning to the interests of students.
- The teacher helps students make connections between lesson content and the "real world."

Directions and Procedures

- Directions are presented to students in clear and "student friendly" terms.
- Classroom procedures are clear and understood by the students.
- The teacher helps students work through misconceptions.
- The teacher intervenes and assists students when appropriate.

Explanation of Content

- Students accurately explain lesson concepts to his or her peers.
- The teacher's explanation of content is accurate and appropriate.
- The teacher helps students connect previous experience to current learning.

Component 3d: Using Questioning and Discussion Techniques

Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student-led discussions.

Component 3d Elements and Indicators of Performance

Quality of Questions

- Students deepen his or her understanding as the lesson evolves.
- The teacher asks questions that are appropriate (depth and breadth) to the sequence of learning.
- The teacher applies appropriate questioning techniques to deepen student understanding and the quality student responses.
- The teacher provides adequate wait time for students to process responses.
- The teacher supports and encourages students to pose his or her own questions.

Discussion Techniques

- Students engage in discussions related to the lesson.
- Students initiate discussion topics related to the lesson.
- Students working in groups actively listen, accept multiple perspectives, and respectfully address others during conversation.
- The teacher facilitates student learning rather than directing it.

Student Participation

- Students are prepared to contribute to the conversation.
- Class "experts" are permitted to share his or her skills and knowledge with his or her peers.
- The teacher ensures all voices are heard in discussion.
- The teacher sets expectations for all students to participate.
- The teacher draws members of the group into the discussion.
- The teacher uses cues to indicate when a particular student is expected to speak and/or when all other students are expected to be active listeners.

Component 3e: Using Assessment in Instruction

The teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning. The teacher can analyze data presented in reports and determine how to plan instruction for the students in their classroom. The teacher uses formative assessments like observations, homework, and conferences to track and understand student progress.

Component 3e Elements and Indicators of Performance

Assessment Criteria

- Students are fully aware of the criteria and performance standards to be used in assessments.
- In some cases, the students contribute to the development of the criteria.

Monitoring of Student Learning

- The teacher actively and systemically designs assessments to collect useful information about student learning.
- The teacher uses varied types of formal and informal assessments to collect student learning data.
- The teacher analyzes assessment responses and student behaviors to assess student learning.
- The teacher uses assessment data to inform future instruction.

Feedback to Students

- Students effectively use feedback to correct and/or revise his or her work.
- Students find teacher comments valuable.
- The teacher provides accurate, constructive, substantive, specific, and timely feedback to students.
- The teacher provides sufficient time and support for students to improve.

Student Self-Assessment and Monitoring of Progress

- Students are part of the assessment process and accept responsibility for his or her learning.
- Students are able to accurately assess and monitor the quality of his or her own work against established criteria and performance standards.
- Students use self-assessment information to set goals for improvement.
- The teacher provides students with examples of different levels of performance against which the student can evaluate his or her own work.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES – TEACHER EVALUATION RUBRIC				
COMPONENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
4a: Communicating with Family	The teacher provides little or no information to families and makes no effort to engage families in the instructional program.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program. Students participate in communication with families.
4b: Developing and Maintaining an Accurate Record System	The teacher does not maintain and record accurate data which results in errors and confusion.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.	The teacher maintains and records accurate data in an efficient and effective manner.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.
4c: Demonstrating Professional Work Ethic	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher rarely participates in team decision making. The teacher does not comply with school and district policies and procedures.	The teacher is honest in interactions with colleagues, students, and the public. The teacher is an inconsistent participant in team decision making. The teacher must be reminded by supervisors about complying with school and district policies and procedures.	The teacher maintains the highest standard of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher maintains an open mind in team decision making. The teacher complies fully with school and district policies and procedures.	The teacher maintains the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher takes a leadership role in team decision making. The teacher complies fully with school and district policies and procedures.
4d: Growing and Developing Professionally	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills.	The teacher has limited participation or involvement in professional development activities.	The teacher actively participates in professional development activities and contributes to the profession.	The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.
4e: Reflecting on Professional Practice and Engaging in a Professional Community	The teacher does not accurately reflect on professional practice or propose ideas on how his or her practice could be improved.	The teacher's reflection on professional practice is generally accurate and the teacher makes global suggestions about how to improve his or her practice.	The teacher's reflection on professional practice is accurate, citing general characteristics of his or her practice, and the teacher provides specific suggestions about how his or her practice may be improved.	The teacher's reflection on professional practice is accurate and perceptive, citing specific examples for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.

Component 4a: Communicating with Family

The teacher shares information about the school's educational program and expectations for student performance. The teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.

Component 4a Elements and Indicators of Performance

Information about the Instructional Program

- The teacher provides frequent and timely information about the instructional program to families.
- The teacher provides information in a format(s) accessible to all parents.
- The teacher provides information using understandable language and terms.

Information about Individual Students

- The teacher communicates with families about the academic, developmental, and behavioral progress of the student.
- Communication between the teacher and family is two-way and ongoing.
- When appropriate, the teacher involves the student in the conversations.

Engagement of Families in the Instructional Program

- Families are actively engaged in the instructional program.
- The teacher makes frequent attempts to engage families in instruction.

Component 4b: Developing and Maintaining an Accurate Record System

The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. The teacher shares relevant information with appropriate school personnel.

Component 4b Elements and Indicators of Performance

Student Completion of Assignments

- The teacher records data on student assignment completion and grades.
- Records are entered in a timely fashion.
- Records are accurate.

Student Progress in Learning

- The teacher maintains formative assessment and other relevant data for use in instructional planning.
- The teacher shares data appropriately in his or her Professional Learning Community(s).
- Records are organized and accurate.

Noninstructional Records

- The teacher maintains and records all required and relevant data including, but not limited to, attendance, disciplinary actions, and contact information.
- Records are organized and accurate.

Component 4c: Demonstrating Professional Work Ethic

The teacher adheres to district policy, procedures, and the Montana Code of Ethics. The teacher demonstrates leadership throughhonesty and integrity in relationship with students, staff and the community.

Component 4c Elements and Indicators of Performance

Integrity and Ethical Conduct

- The teacher acts with integrity and honesty.
- The teacher is trustworthy and is often asked for their professional input.

Student Advocacy

- The teacher puts the best interests of students at the forefront of his or her professional actions.
- The teacher supports students even in the face of difficult situations.

Decision Making

- The teacher solves problems with students' need as the highest priority.

Compliance with District Policies and Procedures

- The teacher consistently fulfills district expectations regarding policies and procedures.

Component 4d: Growing and Developing Professionally

The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school, or district.

Component 4d Elements and Indicators of Performance

Enhancement of Content Knowledge and Pedagogical Skills

- The teacher seeks out opportunities to enhance his or her content knowledge and/or pedagogical skills.
- The teacher seeks out/participates in opportunities to stay current in the field.
- The teacher selects professional goals directly related to teaching standards, improving student learning, and school improvement.
- The teacher actively participates in activities that will enhance his or her professional practice and improve student learning.

Receptivity to Feedback from Colleagues

- The teacher welcomes feedback from colleagues and supervisors.
- The teacher effectively and actively participates in his or her Professional Learning Community(s).
- The teacher uses feedback and collegial sharing to improve his or her own practice.

Service to the Profession

- The teacher welcomes the opportunity to help his or her colleagues.
- The teacher participates in school, district, and/or state committees and/or councils, as appropriate.

Component 4e: Reflecting on Professional Practice and Engaging in a Professional Community

The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Component 4e Elements and Indicators of Performance

Accuracy

- The teacher assesses his or her own performance against professional standards.
- The teacher accurately assesses student performance based on various inputs and/or conditions.

Use in Future Teaching

- The teacher regularly uses reflection to improve future instruction.
- The teacher sets goals to improve his or her personal practice.
- The teacher documents his or her progress toward goals.
- The teacher asks for assistance to improve future teaching, when appropriate.

MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM

(MONTANA-EPAS)

A State Model for Teacher Evaluation

Teacher Evaluation Forms

November
2015

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

TEACHER PROFESSIONAL RESPONSIBILITIES AND GOAL(S) FORM

Teacher		School Year	
Grade(s)		Subject Area(s)	
Evaluator			

SECTION 1

Complete Section 1 of the form and bring with you to the initial Professional Responsibilities and Goal(s) Conference.

1.1 Prioritize student needs and identify the area(s) of need on which you will focus with your students this school year.

1.2 How will you ensure that families and appropriate staff are informed of student area(s) listed in item 1.1?

1.3 Identify the measurable indicator(s) and methods of measurement you will use to show student progress in item 1.1.

1.4 Briefly describe your student record keeping system to record progress of items identified in 1.3.

1.5 List professional learning, including activities and/or courses that will help you meet the area(s) of student needs during this school year. Will these activities support reflective practice?

1.6 List other information that you would like to share with your evaluator.

Date of Conference			
Teacher Signature		Date	
Evaluator Signature		Date	

SECTION 2

Before the Summative Conference, complete Section 2 of the form; provide a copy to your evaluator. Attach applicable documents.

2.1 Summarize your students' progress in the area(s) of need as shown by the indicators identified in item 1.1.

2.2 If you met your goal(s), what conditions were most helpful?

2.3 If you did not meet your goal(s), what were your obstacles or barriers?

2.4 List professional learning, including activities and/or courses that you participated in this school year. What professional learning helped you meet the identified student needs for this school year? Which of these activities support reflective practice?

2.5 List curricular or extra-curricular activities that you feel have contributed to your professional growth. Explain.

2.6 List other information that you would like to share with your evaluator.

Teacher Signature		Date	
Evaluator Signature		Date	
Date Submitted			

TEACHER PRE-OBSERVATION FORM

Teacher		School Year	
Grade(s)		Subject Area(s)	
Evaluator			

Before the Pre-Observation Conference, complete this form and provide a copy to your evaluator. Attach your detailed lesson plan, assessments, and other applicable documents.

1. How does this lesson fit into the sequence of learning in your classroom?

2. How will you determine student progress in meeting the goals for this lesson?

3. For the class as a whole, what challenges are presented and how will you address them?

4. Are there characteristics of the physical space that may negatively impact student learning? If yes, please describe.

5. Additional comments or information that you would like to share with your evaluator. (Optional)

Teacher Initials

Evaluator Initials

Date of Conference

TEACHER FORMATIVE FEEDBACK FORM

Teacher _____ School Year _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____

Date and Time of Observation _____

Date of Conference _____

Observation Type: ☐ Announced ☐ Unannounced

Description of Lesson

Domain One: Planning and Preparation

Narrative

Domain Two: Learning Environment

Narrative

TEACHER FORMATIVE FEEDBACK FORM

Domain Three: Instructional Effectiveness for Student Learning

Narrative

Commendations/Recommended Area(s) of Growth

The teacher and evaluator sign the Formative Feedback Form to indicate that the lesson was reviewed and discussed, not that the teacher necessarily agrees with the observation or comments on this form.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

TEACHER SUMMATIVE EVALUATION FORM

Teacher _____ School Year _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____

Observation Date _____ Date of Conference _____

Tenured Teacher ☐ Nontenured Teacher ☐

Years in District _____ Years Overall _____

Year last evaluation completed _____

DOMAIN ONE: PLANNING AND PREPARATION

- Teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state and district assessment levels of performance.
- Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.
- Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.
- Teacher shows knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and state and district assessment performance levels.
- Teacher demonstrates the ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of his or her students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

DOMAIN TWO: LEARNING ENVIRONMENT

- Teacher clearly defines procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- Teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- Teacher organizes, allocates, and manages physical space to create a safe learning environment.
- Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

DOMAIN THREE: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING

- Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. Instruction is coherent and paced appropriately for all students.
- Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.
- Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- Questions are appropriate to the content and level of student understanding. Teacher encourages students to pose questions and is responsive to student questions. Teacher facilitates student led discussions.
- Teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning.
- Teacher analyzes data presented in reports and determines how to plan instruction for the students in the classroom. Teacher uses formative assessments like observations, homework, and conferences to track and understand student progress.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

PROFESSIONAL RESPONSIBILITIES

- The teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher adheres to district policy, procedures, and the Montana Code of Ethics. The teacher demonstrates leadership through honesty and integrity in relations with students, staff and the community.
- The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school or district.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

TEACHER SUMMATIVE EVALUATION FORM

SUMMATIVE EVALUATION RATING

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

IMPROVEMENT PLAN REQUIRED FOR:

DOMAIN ONE

DOMAIN TWO

DOMAIN THREE

DOMAIN FOUR

The teacher and evaluator sign the Summative Evaluation Form to indicate that it was reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

If the teacher disagrees with feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Additional information becomes part of the appraisal record.

TEACHER IMPROVEMENT PLAN FORM

Teacher		School Year	
Grade(s)		Subject Area(s)	
Evaluator		Date of Conference	

Area(s) for Improvement

The teacher and evaluator will collaboratively develop the Improvement Plan at an Improvement Plan Conference. If consensus between the teacher and evaluator is not reached, the evaluator develops the Improvement Plan.

1. Describe specific area(s) for improvement in performance as related to the Montana-EPAS Domain(s)/area(s).

2. List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal.

3. Specify professional learning activities, interventions, or resources needed to complete the goals of the Improvement Plan.

4. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan. List reasonable checkpoints and a timeline for activities or events of the Improvement Plan. Specify the date by which the Improvement Plan will be completed.

5. Specify the procedures that will be used to collect the necessary evidence to determine that the goal(s) of the Improvement Plan are met.

6. Indicate how satisfactory or unsatisfactory completion of the plan will be determined. Indicate what will happen if there is unsatisfactory completion of the plan.

My signature below means that I received the Improvement Plan, understand what is expected of me, and will work on the plan as described.

Teacher Signature _____ Date _____

My signature below means that I carefully reviewed the Improvement Plan with the teacher and clearly communicated what is expected of the educator to complete the plan.

Evaluator Signature _____ Date _____

Amendments to the Improvement Plan

If the Improvement Plan is amended during the implementation, specify changes.

Teacher Signature		Date	
Evaluator Signature		Date	

Completion of Improvement Plan

The teacher has completed the improvement plan as described.

☐ Satisfactory ☐ Unsatisfactory

Teacher Signature		Date	
Evaluator Signature		Date	

MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM

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Denise Juneau, State Superintendent

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