KDLO CHARTER
REVOCATION HEARING

EXHIBIT 17

Kin Dah Lichi'i' Olta'
INSTRUCTIONAL EMPLOYEE PERFORMANCE EVALUATION
ELEMENTARY

Employee's Name: _____ Date: _____/____/_____

Position Title: _____ Department: _____

Rating Period _____ **TYPE OF EVALUATION:**

_____ 90 Days Probationary Period
_____ 30 Days Conditional
_____ Mid Year
_____ End of the Year

Performance Plan: U – Unsatisfactory B – Basic P – Proficient D - Distinguished

Planning and Preparation	U	B	P	D
Demonstrates knowledge of content and pedagogy: Teacher displays extensive content knowledge, and common core standards with evidence of contributing pursuit of such knowledge. Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding. Teacher displays continuing search for best practice and anticipate student misconception. (Reading Street & envision – refers to Pearson.Net)				
Demonstrates knowledge of students: Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns. Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning. Teacher displays knowledge of students' skill and knowledge for each student, including those with special needs. Teacher displays knowledge of the interests or cultural heritage of each student.				
Selects instructional goals: Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum framework and standards. All the goals are clear, written in the form of student learning, and permit viable methods of assessment. Goals take into account the varying learning needs of individual students or groups. Goals reflect student initiative in establishing important learning. Goals are written on the board.				
Demonstrates knowledge of resources: In addition to being aware of school reading and math resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.				
Designs coherent instruction: Learning activities are highly relevant to students and instructional goals. They process coherently, producing a unified whole and reflecting recent professional research. All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials. Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups. The lesson's or unit's structure is clear for different pathways according to student needs.				
Assesses student learning: The proposed approach to assessment is completely congruent with the instructional goals, both in content ad process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. Students are aware of how they are meeting the established common core standards and participate in planning the next steps.				
Comments:				

The Classroom Environment	U	B	P	D
Creating an environment of respect and rapport: Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. Students demonstrate genuine caring for one another as individuals and as students.				
Establishing a culture for learning: Students demonstrate through their active participation curiosity, and attendance to detail that they value the content's importance. Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is				

displayed. Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.				
Managing Classroom Procedures: Groups working independently are productively engaged at all times, with student assuming responsibility for productivity. Transitions are seamless, with students assuming some responsibility for efficient operation. Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation. Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.				
Managing Student Behavior: Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. Classroom rules are posted.				
Organizing Physical Space: The classroom is safe, and students adjust the furniture to advance their own purpose of learning. Both teacher and students are physical resources optimally, and students ensure that all learning is equally accessible to all students.				
Comments:				

Instruction	**U**	**B**	**P**	**D**
Communicating Clearly and Accurately: Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's spoken and written language is correct and expressive with well-chosen vocabulary that enriches the lesson.				
Using Questioning and Discussion techniques: Teacher's questions are of uniformly high order and quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contribution. Students themselves ensure that all voices are heard in the discussions.				
Engaging Students in Learning: Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content. All students are cognitively engaged in the activities and assignments in their exploration of content. Initiate or adapt activities and projects to enhance understanding. Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding. Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes. The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.				
Providing feedback to Students: Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.				
Demonstrating Flexibility and Responsiveness: Teacher successfully makes a major adjustment to a lesson. Teacher seizes a major opportunity to enhance learning building on a spontaneous event. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.				
Comments:				

Professional Responsibilities	**U**	**B**	**P**	**D**
Reflecting on Teaching: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.				

Maintaining Accurate Records: Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records. Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records. Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance. Instructional Lesson Plans are submitted on time.				
Communicating with Families: Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families. Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. Teacher's effort to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation. Reports Cards and Deficiency Notice are shared with Parents on time.				
Contributing to the School: Support and cooperation characterize relationship with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher volunteers to participate in school events and projects, making a substantial contribution, and assumes leadership roles in at least some aspect of school life. Participates in NCA, Native Star.				
Growing and developing Professionally: Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom. Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.				
Showing Professionalism: Teacher is highly proactive in serving student, seeking out resources when necessary. Teacher makes particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Participates in all scheduled Professional Development.				
Comments:				

Overall Comments (any comments or recommendations, which might assist the employee, improve his/her performance):

RECOMMENDATION TO THE BOARD:

I recommend to the board, the following employee:

_____ Be offered a regular certified contract for School Year 2014-2015

_____ Be offered a contract with the following condition(s) for School Year 2014-2015.
(Attach Improvement Plan)

_____ Not be offered a contract for School Year 2014-2015.
(Attached Justification)

I have completed this employee evaluation and have reviewed it with the employee.

_____ ***Date:*** ____/____/____.

Supervisor's Signature

I have read and discussed the content of this evaluation. My signature does not necessarily mean that I am in agreement with the contents.

_____ I am attaching a response to this evaluation.

_____ I am not attaching a response to this evaluation

_____ ***Date:*** ____/____/____

Employee's Signature

CC: Employee
Supervisor
Human Resource Manager