

Table of Contents

TABLE OF CONTENTS	1
THE MISSION OF DALAT AND THE TDEP	2
INTRODUCTION	2
ASSUMPTIONS	3
CYCLE OF TEACHER EVALUATION	4
INITIAL CONTRACT	4
SUBSEQUENT CONTRACT.....	4
PROGRAM USE	5
ASSISTANCE TRACK	6
PROFESSIONAL DEVELOPMENT PLAN WORKSHEET	7
COMPREHENSIVE TEACHING STANDARDS CHART	9
EXPANDED TEACHING STANDARDS CHART	10
PERFORMANCE AREA A: PERSONAL CALLING AND CHRISTIAN DISTINCTIVE.....	10
PERFORMANCE AREA B: EFFECTIVE PLANNING AND PREPARATION.....	11
PERFORMANCE AREA C: PRODUCTIVE TEACHING	12
PERFORMANCE AREA D: LEARNING ENVIRONMENT.....	13
PERFORMANCE AREA E: LEARNING COMMUNITY RESPONSIBILITIES	14
YEAR ONE COMPONENTS	16
ADMINISTRATION OBSERVATION – SEMESTER ONE	17
WRITTEN EVALUATION BY ADMINISTRATION – SEMESTER TWO	17
WRITTEN EVALUATION BY ADMINISTRATION – SEMESTER TWO	18
PARENT AND STUDENT SURVEYS – SEMESTER TWO.....	19
YEAR TWO/THREE OPTIONS	20
PEER ACTION PLAN	21
PERSONAL PORTFOLIO.....	24
VIDEO ANALYSIS.....	26
COLLEAGUE FEEDBACK ON TEAM WORK.....	28
APPENDICES	32
APPENDIX A - LESSON DELIVERY CHECKLISTS	33
APPENDIX B - CLASSROOM INTERACTION ANALYSIS	34
APPENDIX C - STUDENT AT-TASK BEHAVIORS	35
APPENDIX D - INSTRUCTIONAL SKILLS CHECKLIST	36
APPENDIX E – PARENT SURVEY OF TEACHER PERFORMANCE.....	38
APPENDIX F – TEACHER EVALUATION FORM.....	40
APPENDIX G – ADMINISTRATOR’S ASSESSMENT REPORT.....	45
APPENDIX H – TEACHER RESPONSE FORM	46
APPENDIX I – THE TEACHING PORTFOLIO	47

The Mission of Dalat and the TDEP

The mission of Dalat International School is to prepare young people to live fully for God in a rapidly changing world by enabling them to understand, evaluate, and reconcile that world with the foundation of God's unchanging values. In order to accomplish the global mission of the school, the teaching staff has undertaken a more specific mission of personal, professional development that can be observed, measured, and evaluated through the lens of seventeen professional teaching standards in the Teacher Development and Evaluation Program (TDEP).

Introduction

In February 2005, administration undertook, through an ad-hoc committee, a review of current and emerging practices pertaining to the on-going development and evaluation of its teaching staff. Administrators were looking for a replacement to the principal-driven model that was labor-intensive and inefficient, while contributing little to the overall development of their staffs. Goals were established for a new paradigm that would achieve the following:

- Inspire growth in each educator
- Set measurable, achievable standards
- Create a model for substantive individualized evaluation and accountability
- Provide for a variety of choice in growth models
- Minimize the reliance on administration observations as the primary evaluative tool
- Increase individual ownership of personal professional development

While the list was not comprehensive, it did provide a springboard from which the committee members could consider current trends, generate ideas, and apply them within the unique context of this school. In May of 2006, this process was completed and submitted to the School Board for adoption. As a 'living' document, the TDEP program will be open to continued enhancement in order to meet the changing needs of the teaching staff.

Assumptions

The following list comprises a set of assumptions about Dalat teaching staff.

Biblical Values

- Dalat teachers serve their students and other staff from a position of humility, selflessness, and self-sacrifice.
- Teachers will desire to grow in their effectiveness to infuse biblical truth across the scope of their curriculum.

Intrinsic Values

- Dalat faculty wants to enhance and improve their classroom teaching skills.
- Faculty would like feedback from those with whom they serve and work about their abilities to teach effectively.
- Faculty would like to know that the evaluative process helped them become more effective teachers in a measurable way.
- Peer mentoring, including shared experiences during the evaluative process, would be generated in a manner that developed faculty cohesiveness, attention to and increased awareness of curriculum and cross-curricular details, providing a basis for teacher development and idea sharing, and allows other professionals to observe their peers in a non-threatening way.
- Teacher self-evaluation is a tool teachers can use to measure their own professional growth. Including self-evaluation as a means of overall assessment indicates to the administration the extent to which teachers are interested in developing and enhancing their skills.

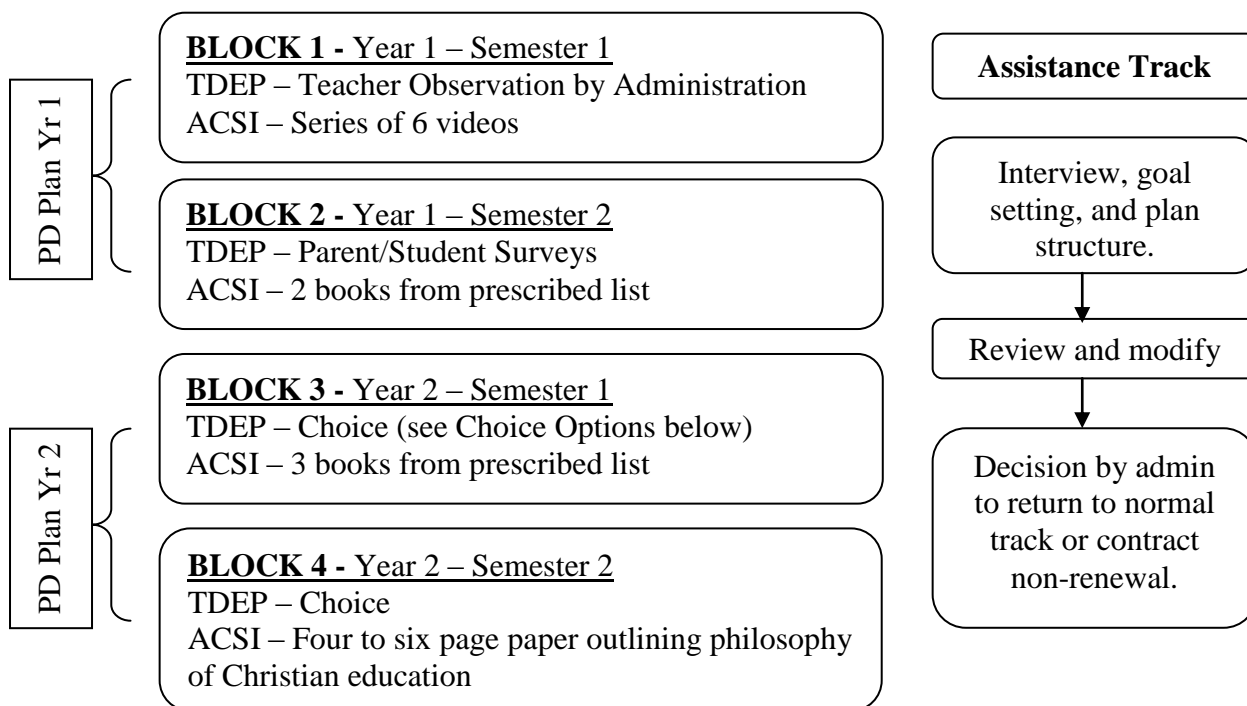
Accountability Values

- Accountability to the improvement process is vital for our school.
- School administration is responsible to provide that accountability.
- The school has to prioritize professional development for its teachers if it wants to see them improve.
- Setting and meeting goals is a very important part of the improvement process.
- Staff members are all very busy, so the process needs to be efficient while maintaining a high standard of quality.
- Teacher evaluation is a necessary tool used to determine teacher effectiveness and desirability for continued employment from an administrative standpoint.

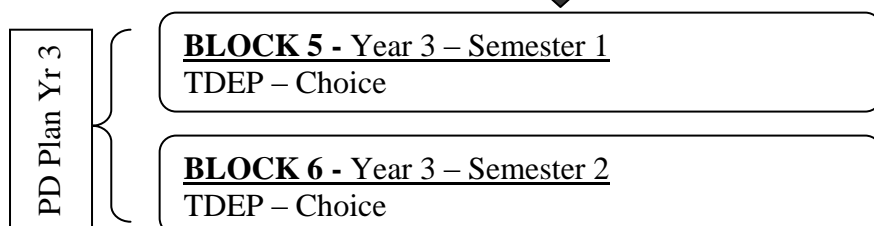
Cycle of Teacher Evaluation

Dalat International School hires teaching staff based on initial two year teaching contracts. While the complete model requires three years to complete, the initial standard contractual obligation for new teachers is a two-year period, and the professional development requirements are shown below.

Initial Contract



Subsequent Contract



Choice Options	
The order in which you choose to fulfill these options is largely up to the individual teacher, provided there are not too many staff members completing the same option simultaneously. Each option must be chosen once in each three year cycle.	
Video Analysis	Colleague Reflection
Peer Action Plan	Formative Portfolio

Program Use

Dalat teachers are required to develop and complete a Professional Development Plan each year that they are employed at Dalat International School (see page 7). This involves setting a goal in each of the five teaching standards, completing each one by year-end (see page 9). Block requirements, outlined on the previous page, can be used to fulfill two applicable goals per year. (For example, a video self-analysis may achieve the goal you set for Performance Area D in which you want to improve personalized learning – Standard 11.)

A new Dalat teacher will automatically begin with Year 1 of this program. Returning teachers will count the number of completed years of teaching ministry at Dalat and find their place on the chart accordingly.

	PDP Year 1	PDP Year 2	PDP Year 3
Years Experience	New, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33	1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31	2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32

Year 1	
	Evaluation activities are initiated primarily by the administrator, including observations, parent and student surveys, and a written report. New full-time employees additionally must complete the prescribed ACSI materials. This is not necessary on subsequent Year 1 cycles.
Part-time teachers	
	Part-time teachers will follow the same PDP plans throughout their tenure at Dalat; however, their ACSI requirements are restricted to viewing the six videos only. If, at a later date, the part time teacher accepts a full-time teaching load at Dalat, the teacher will begin work on the remaining work for the ACSI component and complete it over the following three semesters.
Years 2 and 3	
	Each teacher will meet with their administrator and select an option from the plan that best suits the area in which they desire development. Administration is responsible to balance the total number of teachers choosing a particular option so that supervision responsibilities are not unduly imbalanced in any given semester. To facilitate this, a chart will be posted with an equal number of slots for each of the four choice components; and teachers will fill in the slot of their choice based on availability. Any teacher involved in hosting a student teacher may use this coaching time as a Peer Action Choice, but this does not preclude that individual from choosing Peer Action again with a Dalat colleague within the same three year cycle.

Assistance Track

Introduction

Periodically teachers may find that their skills are underdeveloped in a specific area and do not meet the basic minimum standards that the school expects and requires of them.

Purpose

The purpose of the Assistance Track is to help the teacher who is challenged with certain aspects of his/her teaching responsibilities, as deemed by the administration. When this occurs, a systematic process of help is initiated by administration that identifies specific areas for development with the end goal of professional improvement whereby the teacher meets or exceeds the basic minimum standards set by the school.

Process

Administrator-Driven Model	
✓	The Assistance Track replaces the cyclical responsibilities of the scheduled professional development plan.
✓	The process is initiated by the administrator.
✓	The administrator, in consultation with the teacher, will draft the Assistance Track plan. This plan will include specific instructions, goals and due dates. Methods of evaluating progress will be given in the plan.
✓	One or more conferences will be scheduled to evaluate progress.
✓	Data collection is done when called for in the plan.
✓	A summative conference is scheduled to validate improvement. If the goals are met, the teacher will return to the standard Professional Development cycle. If the goals are not met, The Assistance Track will be revised for the next semester and may involve a Corrective Action Plan.

Professional Development Plan Worksheet

Name		Position		Year	
Certification State/Prov./ACSI		Area		Expiration	
TDEP Yr #		Completed Philosophy of Christian Ed	Yes/No	Years at Dalat	
PD Funds Requested	Yes/No	Area of Development		Cost	

Performance Area A: Personal Calling and Christian Distinctive

Objective(s)	
Strategies	
Evidence of Completion	
Time Frame	
Progress Noted	

Performance Area B: Effective Planning and Preparation

Objective(s)	
Strategies	
Evidence of Completion	
Time Frame	
Progress Noted	

Performance Area C: Productive Teaching	
Objective(s)	
Strategies	
Evidence of Completion	
Time Frame	
Progress Noted	

Performance Area D: Learning Environment	
Objective(s)	
Strategies	
Evidence of Completion	
Time Frame	
Progress Noted	

Performance Area E: Learning Community Responsibilities	
Objective(s)	
Strategies	
Evidence of Completion	
Time Frame	
Progress Noted	

Comprehensive Teaching Standards Chart

Performance Area A: Personal Calling and Christian Distinctive

- Standard 1:** Serves as a direct result of a calling from God
- Standard 2:** Supports the mission statement and vision of Dalat
- Standard 3:** Demonstrates an understanding of a Christian philosophy of education
- Standard 4:** Bases all instruction and content on the foundation of a biblical worldview

Performance Area B: Effective Planning and Preparation

- Standard 5:** Demonstrates knowledge of content and pedagogy
- Standard 6:** Uses Dalat curriculum content, skills, processes and unit plans as a framework for lessons planning
- Standard 7:** Demonstrates effective planning and organization

Performance Area C: Productive Teaching

- Standard 8:** Communicates effectively with students and parents
- Standard 9:** Defines learning expectations and provides timely evaluative feedback on student performance
- Standard 10:** Motivates and engages students in meaningful learning and growth

Performance Area D: Learning Environment

- Standard 11:** Personalizes learning
- Standard 12:** Demonstrates sensitivity to teacher-student relations
- Standard 13:** Provides a safe learning environment

Performance Area E: Learning Community Responsibilities

- Standard 14:** Demonstrates effective interpersonal relationships
- Standard 15:** Supports Dalat policies and procedures
- Standard 16:** Commits to continuous learning
- Standard 17:** Participates in school activities beyond the classroom

Expanded Teaching Standards Chart

Performance Area A: Personal Calling and Christian Distinctive

Standard 1: Serves as a direct result of a calling from God		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • does not serve with joy, passion and dedication that accompanies a calling • is often frustrated and discouraged while teaching • does not fulfill job responsibilities 	<ul style="list-style-type: none"> • reflects the joy, passion and dedication that accompanies a calling • displays a positive attitude • utilizes God given talents and gifts for effective teaching • demonstrates a spirit of commitment, flexibility and responsiveness to needs 	<ul style="list-style-type: none"> • ability to focus on the eternal aspects of kingdom education • serves with a humble spirit • is secure and confident in his/her God-given ability to accomplish His purposes • works for the betterment of the Dalat community • seeks ways to encourage others in their calling

Standard 2: Supports the mission statement and vision of Dalat		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • does not live in accordance with the school's lifestyle statement • shows disregard for school's code of ethics • constantly undermines the school's authority 	<ul style="list-style-type: none"> • is an evangelical, born-again person with clear testimony of faith in God • lives in accordance with the school's lifestyle statement • models a lifestyle of biblical integrity • displays the ability to listen and respond to counsel • encourages students to embrace and act according to biblical ethics 	<ul style="list-style-type: none"> • inspires others through own model of biblical integrity • attitudes and actions are above reproach • willingly accepts the school's code of ethics and lifestyle statement as his/her own

Standard 3: Demonstrates an understanding of a Christian philosophy of education		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • fails to attain provisional certification with ACSI in first year • fails to complete requirements for ACSI's Christian Philosophy of Education course within two years • fails to recognize the differences between the secular education system and a Christian education 	<ul style="list-style-type: none"> • completes the requirements for a Christian Philosophy of Education course which meets ACSI guidelines • integrates a Christian philosophy of education into daily lessons and interpersonal relationships 	<ul style="list-style-type: none"> • maintains current ACSI certification • extends the study of a Christian philosophy of education beyond the required course • promotes a Christian philosophy of education throughout school life and community

Standard 4: Bases instruction and content on the foundation of a biblical worldview		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • denies the need to apply a Christian worldview to the classroom • unwilling to communicate biblical truths and the Gospel to students 	<ul style="list-style-type: none"> • teaches every subject area with the foundation of a biblical worldview • communicates biblical truths and the Gospel to students with vitality and conviction • is sensitive to the various religious backgrounds of the staff and students • provides a learning environment which stimulates discussion and examination of various worldviews • challenges students to value a biblical worldview 	<ul style="list-style-type: none"> • can articulate a biblical worldview and demonstrate how everything in his/her discipline relates to that worldview • relies on the Holy Spirit to direct in the integration of biblical truths into everyday lessons • participates in professional activities which stimulate and promote a biblical worldview • sees all truth as God's truth

Performance Area B: Effective Planning and Preparation

Standard 5: Demonstrates knowledge of content and pedagogy		
behaviors that indicate a teacher does not meet this standard	behaviors that indicate a teacher meets this standard	behaviors that indicate a teacher exceeds this standard
<ul style="list-style-type: none"> • makes consistent content errors • does not recognize and/or correct conceptual and/or content errors students make • displays little understanding of pedagogical issues involved in student learning of content 	<ul style="list-style-type: none"> • displays relevant concept and content knowledge • makes connections within and across curricula • demonstrates pedagogical practices that reflect current research on best practices • demonstrates the ability to analyze appropriateness of pedagogical practices in light of biblical truth 	<ul style="list-style-type: none"> • gives evidence of continuing pursuit of current concept and content knowledge • displays continuing search of best teaching practices • demonstrates and shares best practices and content knowledge with colleagues

Standard 6: Uses the Dalat curriculum and unit guides as a framework for lesson planning		
behaviors that indicate a teacher does not meet this standard	behaviors that indicate a teacher meets this standard	behaviors that indicate a teacher exceeds this standard
<ul style="list-style-type: none"> • does not follow the established, Dalat curriculum • does not incorporate school division and subject area philosophy into content and teaching practices • does not maintain and update course unit guides 	<ul style="list-style-type: none"> • utilizes the essential components of unit guides in lesson plans, including integration of ESLR's, biblical integration, current MCREL standards, and use of technology • incorporates school division and subject area philosophy into content and teaching practices • maintains and updates course unit guides 	<ul style="list-style-type: none"> • implements lesson plans that are highly relevant to students and their learning goals, while including essential components of the unit guides • demonstrates good lesson planning, that consistently allows for flexible adjustment to student/class needs

Standard 7: Demonstrates effective planning and organization		
behaviors that indicate a teacher does not meet this standard	behaviors that indicate a teacher meets this standard	behaviors that indicate a teacher exceeds this standard
<ul style="list-style-type: none"> • evidence of lesson plans is minimal or non-existent • includes learning activities that are inappropriate for students or do not meet instructional goals • does not properly support student learning and developmental needs by the progression of instruction within and between lessons • does not use assessment results as a tool for planning 	<ul style="list-style-type: none"> • prepares clear and thorough lesson plans • makes appropriate and coherent connections between abilities and developmental needs of student and curriculum • provides an appropriate progression within and between lessons • plans instruction consistent with English language needs of students • uses assessment results to guide instructional planning • engages in collaborative and/or team planning • appropriate use of review to engage students in content mastery 	<ul style="list-style-type: none"> • includes multi-faceted approaches to learning and problem solving • allows for variety of instructional groupings, student choice and differing learning styles according to ability and developmental needs • leads in promoting collaborative learning

Performance Area C: Productive Teaching

Standard 8: Communicates effectively with students and parents		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • does not give clear directions and procedures • uses unclear spoken and written language • consistently makes grammar, spelling, and syntax errors • asks questions that are of poor quality and irrelevant to the lesson plan • relies solely on lecture style, mediating questions and answers • has low student participation in discussions • focuses attention on a specific sector of the student population • does not avail themselves to students or parents outside of class 	<ul style="list-style-type: none"> • gives clear directions and procedures which contain an appropriate level of detail to students • uses correct spoken and written language • uses vocabulary appropriate to students' age and interest • asks questions that are of high quality and relevant to lesson content • uses a variety of teaching techniques to communicate with students • attempts to engage all students in discussion • provides opportunities outside the class to communicate with individual students and parents • uses information technology to instruct and communicate with students and parents 	<ul style="list-style-type: none"> • gives directions and procedures that are clear to students and anticipates possible student misunderstanding • consistently uses correct spoken and written language that is expressed in well-chosen vocabulary that extends students' vocabulary, usage and understanding beyond learning expectations • consistently asks questions that are of uniformly high quality

Standard 9: Defines learning expectations and provides timely evaluative feedback on student performance		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • does not consistently communicate learning expectations • provides insufficient information to parents and students regarding student performance and achievement • does not update grades in PowerSchool on a bi-weekly basis 	<ul style="list-style-type: none"> • communicates learning expectations and takes into account developmental needs • consistently provides timely feedback regarding student performance and achievement • communicates with parents and students about students' progress and is available to respond to parent questions • updates grades in PowerSchool at least bi-weekly • encourages student self-evaluation 	<ul style="list-style-type: none"> • consistently provides timely feedback, including written and oral comments regarding student achievement and makes provisions for students to use feedback in their learning • proactively informs parents about student growth • provides multiple opportunities for assessment/feedback over the course of a quarter to allow students with varying abilities to find areas in which they can succeed

Standard 10: Motivates and engages students in meaningful learning and growth		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • chooses materials and resources that are inappropriate; examples are unclear • chooses activities, assignments and assessment techniques that are inappropriate and do not account for student development levels and backgrounds • does not make learning relevant to student (worksheets as primary teaching tool) • does not convey enthusiasm for learning and teaching 	<ul style="list-style-type: none"> • chooses materials, resources and assessment techniques that are appropriate • ascertains that students are cognitively engaged • ensures that instructional groups are productive and connect to instructional goals • makes learning relevant to students • conveys enthusiasm for learning • monitors and provides evidence of student learning • encourages and teaches the development of critical thinking skills 	<ul style="list-style-type: none"> • chooses content within the curriculum guides and develops assessment that is highly appropriate and links well with student knowledge and experiences • provides opportunities for students to demonstrate enthusiasm and a high degree of productivity • provides motivation and opportunity for students to engage in projects or activities to enhance understanding • conveys a high degree of enthusiasm for learning and teaching

Performance Area D: Learning Environment

Standard 11: Personalizes learning		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • does not accommodate the various individual learning styles and needs of students • does not present lessons appropriate to student abilities 	<ul style="list-style-type: none"> • accommodates a variety of learning styles • presents lessons appropriate to student abilities / skills • differentiates instruction and implements numerous teaching and evaluation strategies to address learning styles, modalities, and various intelligences 	<ul style="list-style-type: none"> • differentiates instruction displaying an understanding of student's knowledge, interests, and background

Standard 12: Demonstrates sensitivity in teacher-student relations		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • interacts with students in an unprofessional manner • relates inappropriately with students considering their developmental level or cultural background 	<ul style="list-style-type: none"> • demonstrates professionalism, care and respect when dealing with students • interacts appropriately with students, considering their developmental and cultural needs • is accessible to meet with and develop positive relationships with students • models a Christ-like attitude and behavior when relating to students 	<ul style="list-style-type: none"> • strives to know each student as an individual • demonstrates superior ability in working with fragile or at-risk students • proactively helps students to overcome barriers to mutual understanding and respect

Standard 13: Provides a safe learning environment		
behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • demonstrates inadequate supervision which places students at risk • does not hold students responsible for inappropriate behaviors • models or promotes unsafe behavior • allows inappropriate student to student relationships 	<ul style="list-style-type: none"> • addresses student behavior that may prove harmful • promotes safety awareness and knowledge of relevant safety procedures • cultivates an environment that is God honoring • fosters an atmosphere of trust and mutual respect 	<ul style="list-style-type: none"> • creates a classroom environment where students offer social and emotional support to their peers • anticipates threatening situations and intervenes before student safety is compromised • advocates for improvements in school safety

Performance Area E: Learning Community Responsibilities

Standard 14: Demonstrates effective interpersonal relationships with colleagues		
behaviors that indicate a teacher does not meet this standard	behaviors that indicate a teacher meets this standard	behaviors that indicate a teacher exceeds this standard
<ul style="list-style-type: none"> • is generally not supportive of colleagues in regard to decision-making, sharing space, ideas, methods and materials • does not consistently engage in open, honest and respectful communication • exerts a negative influence on team or group dynamics • does not exhibit or attempt to build cross-cultural understanding 	<ul style="list-style-type: none"> • builds collaborative and cooperative relationships • participates in and supports team or departmental decision-making and team-building activities • demonstrates cross-cultural understanding • demonstrates ability to acknowledge with sensitivity variations in the Christian faith • models a Christ-like attitude and behavior with colleagues • shows respect for colleagues by consistently being on time 	<ul style="list-style-type: none"> • consistently shares new ideas, methods and resources with colleagues • takes a leadership role in team-building • makes a significant effort to understand and respond to cultural differences

Standard 15: Supports Dalat policies and procedures		
behaviors that indicate a teacher does not meet this standard	behaviors that indicate a teacher meets this standard	behaviors that indicate a teacher exceeds this standard
<ul style="list-style-type: none"> • demonstrates minimal knowledge of documented Dalat policies and procedures • makes little attempt to adhere to Dalat policies • uses inappropriate means of resolving workplace concerns and problems 	<ul style="list-style-type: none"> • demonstrates knowledge of all documented Dalat policies and regulations and adheres to them • uses appropriate means of resolving workplace concerns and problems 	<ul style="list-style-type: none"> • contributes to ongoing review and development of procedures and processes relevant to his/her work area and other areas as needed • demonstrates active involvement in seeking positive solutions for resolving workplace concerns

Standard 16: Commits to continuous learning		
behaviors that indicate a teacher does not meet this standard	behaviors that indicate a teacher meets this standard	behaviors that indicate a teacher exceeds this standard
<ul style="list-style-type: none"> • does not participate in all of the required professional development opportunities • engages in minimal professional development activities to enhance content knowledge, teaching skills or skills to support Dalat school improvement initiatives • makes little attempt to keep current with curriculum and teaching practices • does not maintain current professional certification • does not complete yearly professional development plan and goals 	<ul style="list-style-type: none"> • participates in all required professional development opportunities • seeks out opportunities for personal professional development to enhance content knowledge and teaching • keeps current with the school's curriculum and teaching practices • contributes to school-wide improvement initiatives • completes yearly professional development plan and goals • maintains applicable professional certification 	<ul style="list-style-type: none"> • leads in sharing professional development activities with colleagues • seeks out corporate professional activities that support school-wide initiatives

Standard 17: Participates in school activities beyond the classroom

behaviors that indicate a teacher <i>does not</i> meet this standard	behaviors that indicate a teacher <i>meets</i> this standard	behaviors that indicate a teacher <i>exceeds</i> this standard
<ul style="list-style-type: none"> • is not involved in school events, student activities and/or school initiatives • participates in too many extra-curricular school activities to the detriment of assigned responsibilities 	<ul style="list-style-type: none"> • participates in school events, student activities and/or school improvement initiatives beyond the classroom 	<ul style="list-style-type: none"> • actively volunteers and participates in a variety of school events, student activities and/or school improvement beyond the classroom • initiates school events, student activities and improvement activities while maintaining high standards in the classroom • demonstrates involvement in student life beyond the classroom

Year One Components

Administration Observation – Semester One

Purpose

The purpose of classroom observations by an administrator is for the teacher to gain feedback (informal and formal) on what is observed. There should be affirmation of things that are going well along with suggestions for improvement.

Rationale

- Accountability to a supervisor
- Provides opportunity for growth in specific areas
- Develops a comfort level regarding the presence of an administrator

Process

1	The administrator will begin with a series of drop-by visits so that students and the teacher become accustomed to his/her presence. The administrator may or may not give feedback to the teacher regarding these informal observations.
2	The teacher and the administrator will meet in a pre-conference to plan and discuss a formal observation. They will discuss what will be observed and select an appropriate form (see Choices of Forms below). The teacher will choose the time for the observation as is convenient for the administrator.
3	During the observation, the administrator will take anecdotal notes and give timely feedback to the teacher after the observation. Information will then be transferred to the form which will be completed by the administrator.
4	The administrator will set up a post-conference time to discuss the completed form with the teacher (copies for both of them – one for administrative files and the other could go in the teacher's portfolio). This is a formative process that can be used to add to a summative evaluation. It is designed to provide supervision for growth.
5	Follow-up will be made when necessary.

Choices of Forms:

- Lesson Delivery Checklists – **Appendix A**
- Classroom Interaction Analysis – **Appendix B**
- Student At-Task Behaviors – **Appendix C**
- Instructional Skills Checklist – **Appendix D**

SEMESTER

1

Written Evaluation by Administration – Semester Two

Introduction

New teachers at Dalat will receive a written evaluation from his or her principal. After the first year, teachers will receive a written evaluation every three years. The principal will complete the evaluation by the end of the second semester. The principal will evaluate the teacher using information gathered in the normal course of working together, informal and formal observations, and the results of Parent and Student Surveys given by the teacher. The school's Teaching Standards are the basis of the evaluation form.

Purpose

Evaluations can be a drain on a teacher's morale rather than being an encouragement; however, avoiding teacher evaluation does not lead to professional growth. By using known standards, the Teaching Standards, and by specifying the methods used in evaluation, the hope is that teachers will receive the input they need to grow as a teacher and will be encouraged by the evaluation as a whole.

Process

For first year teachers	
	The principal will base all judgments for the written evaluation on information gathered in the normal course of working together, informal and formal observations, and the results of surveys given by the teacher.
	The principal will start on first year teachers' evaluations as soon as the surveys are completed.
	The principal will give the first year teachers their written evaluation in a conference. The conference will be held as early in the fourth quarter as possible. Appendix G Teachers will respond in writing to their evaluation. Appendix H
	The Assistance Track can address any areas of significant concern.
For returning teachers in their 4th, 7th, 10th, 13th, 16th year at Dalat	
	The principal will base all judgments on the current school year using information gathered in the normal course of working together, observations, review of portfolio materials, etc.
	The principal will complete returning teachers' evaluations after all first year teacher evaluations are completed.
	The principal will give returning teachers a written evaluation before the end of the second semester. Appendix G Teachers will respond in writing to their evaluation. Appendix H
	The Assistance Track can address any areas of significant concern.
Forms	
	The written evaluation is taken directly from the Teaching Standards.
	The teacher will be evaluated as 3) Good 2) Satisfactory or 1) Needs improvement on each statement in the Teaching Standards.
	The teacher will sign the written evaluation indicating that they received the evaluation.
	The teacher has space on the written evaluation to respond to the principal's evaluation of his or her performance. The teacher will complete his or her written response by the last day of the semester.
	After receiving the teacher's response, the principal will give the teacher a copy of the written evaluation for the teacher's portfolio. One copy will be filed with the teacher's employee records. Written evaluations will not be forwarded to prospective employers.

Parent and Student Surveys – Semester Two

Introduction

During this semester the teacher will survey the parents of his or her students and the students to gain data on their performance. Procedures that assure parents and students of anonymity should result in an accurate survey of parent and student perceptions. Parent surveys will be translated into Japanese, Korean, and Mandarin, and all parent surveys will be done online using Zoomerang. Careful wording of the survey questions will help guard the dignity and morale of the teacher.

Purpose

Surveys of the parents and the students help teachers understand how well they are communicating and how their students and their parents see them as teachers. After the surveys are tabulated, the teacher will write a reflection on the results. Reflecting on the positive qualities highlighted in the survey and considering the potential areas of improvement should spur the thoughtful teacher to grow professionally.

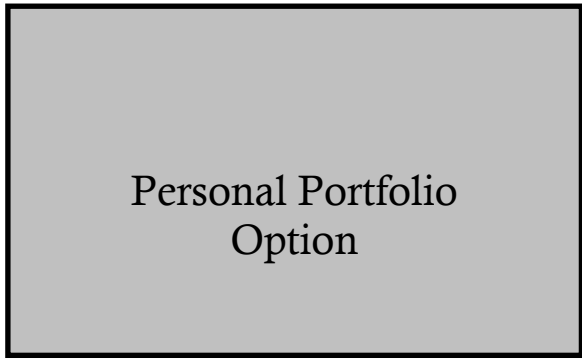
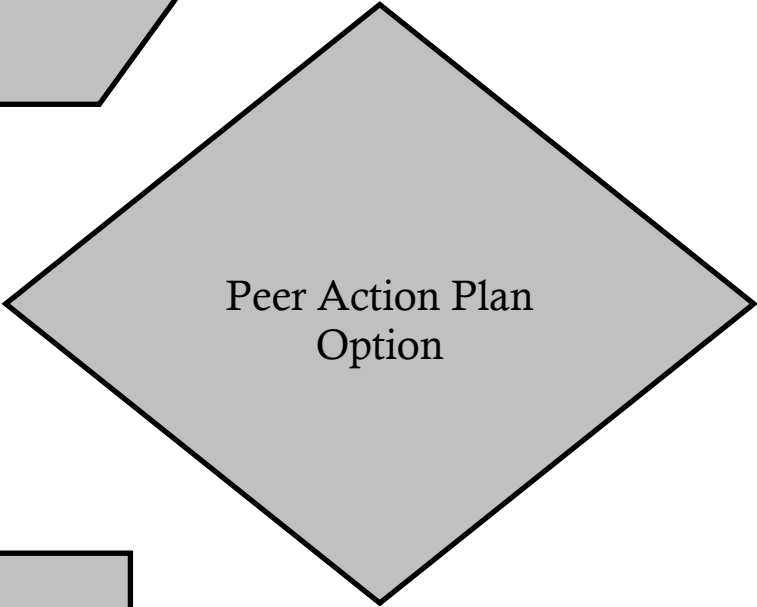
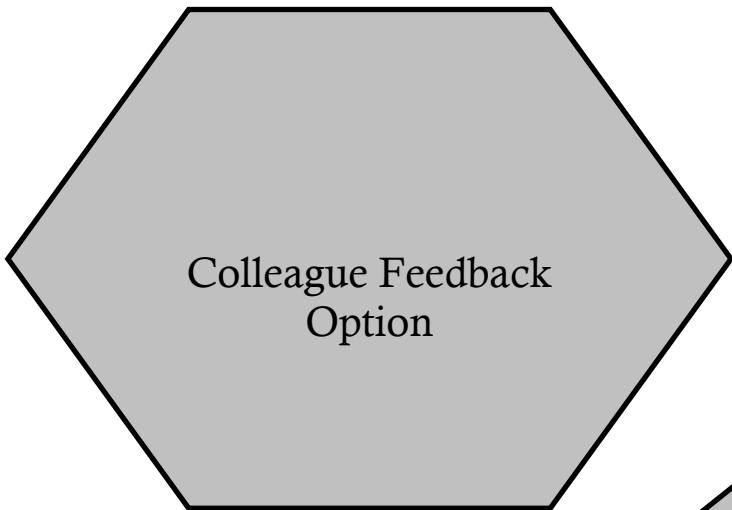
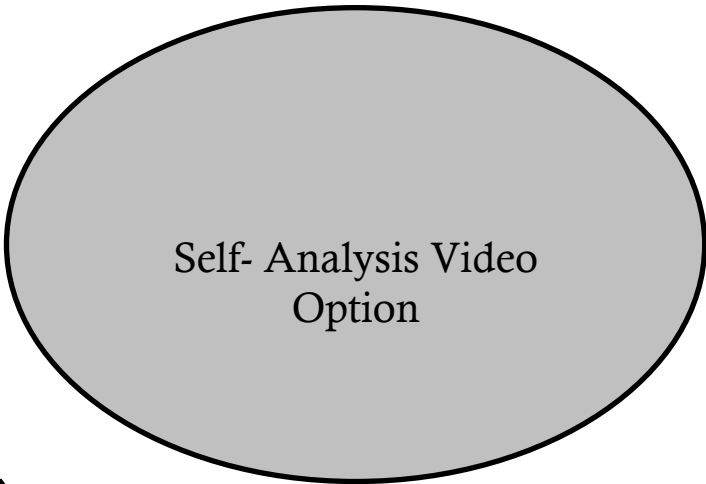
Process

1	The teacher will choose whether to use a paper or online survey of students. Paper surveys usually have 100% participation but do take up class time. Online surveys are done outside of class time but usually have fewer students responding.
2	After the beginning of the third quarter, the teacher will request that the Zoomerang supervisor send a teacher survey to the parents of their students. If the students will be completing a Zoomerang survey, that request should be made on the same form. Elementary teachers may have students complete the Zoomerang survey during elementary computer time or during scheduled computer lab time.
3	Teachers who choose to use the paper survey of their students will need to make copies of the forms. They will need to select a responsible student or adult who will collect the survey forms and take them to the principal.
4	Teachers using paper forms will first explain the purpose of the survey to the students. The process of collecting and tabulating the results should be explained as well. The students need to understand that the teacher will not see any student's survey.
5	After passing out the surveys the teacher will allow the students to complete the surveys without teacher assistance and will position themselves so they cannot observe how any student answers the survey questions.
6	After all students have completed the surveys, the teacher will ask the chosen student or adult to collect the surveys and to take them to the principal's office.
7	Zoomerang results will come from the Zoomerang supervisor. Paper results will come from the principal.
8	After receiving the survey results the teacher will summarize what areas of the teaching standards parents and students thought they did well. The reflection should specify the positive aspects of the surveys and how those qualities affect the education of the students. Areas of potential improvement should be specified. Plans for improvement should be sketched out.

SEMESTER

2

Year Two/Three Options



Peer Action Plan

Introduction

Frequently individual teacher development occurs when two or more colleagues with similar interests and assignments compare teaching practices, considering areas of both strength and weakness. Typically this is less intimidating than seeking help from a principal, and often the colleague has a more qualified opinion, which is invaluable to both participants. This builds collegiality and offers new teachers possible mentorship relationships.

Purpose

The purpose of this evaluation is to get feedback and ideas from a peer on a specific area of teaching responsibilities. The area of need may have been identified through another teacher evaluation process such as the video reflection or the administrator’s observation, or it may be a very specific need that a teacher has in dealing with individual students in his/her class.

Process

Planning	
1	This is done by the initiating staff member (Teacher A). The teacher assesses their teaching practice and makes a plan of action to meet a felt need. A basic outline of the plan needs to be submitted to the administration for approval before continuing. At this stage the teacher may need to do some research in the target area. (Example – search for information on a physical condition a student may have in order to understand what adjustments may need to be made within the classroom.)
Action	
2	Teacher A debriefs the plan or brainstorms ideas about the topic or issue with a cooperating colleague (Teacher B) to determine exactly what strategy Teacher A will create and test, inviting feedback as appropriate. Teacher A will then put the plan into action within his/her classroom. He/she may need to practice for some time before moving on to the next step.
Observation	
3	Teacher A implements the plan while Teacher B observes both Teacher A and the class response. (Note – For some scenarios it may be necessary to go outside of Dalat to find a colleague to assist the teacher i.e. interact with internet colleagues. The observation stage may then take on a different form.)
Reflection	
4	Teacher A debriefs on how they felt their delivery went and analyzes the effectiveness of their plan. Teacher B can confirm/deny/clarify Teacher A’s reflections, offering a synthesis of his/her perceptions both during the event and after hearing Teacher A’s sentiments.
Response	
5	If the problem/issue is resolved with complete satisfaction, the evaluation is deemed complete. If, however, the initial plan proved less than satisfactory, the process will be repeated.
Written summation	
6	Teacher A will write a summation of the process to be submitted to the administrators.

Possible scenarios	
✓	Establishing a discipline plan for an individual student that is disrupting the class.
✓	Setting up a plan of action for a hyperactive student or an ESL student that is struggling within a class.
✓	Developing ideas for class transitions.
✓	Expanding questioning techniques for challenging student's higher level thinking skills.
✓	Honing cooperative learning skills.
✓	Refining informal observation skills and record keeping.
✓	Developing grading or assessment strategies and creating grading deadlines.
✓	Writing better comments for report cards.
✓	Honing classroom interactions (teacher to student, student to student).
✓	Developing Biblical integration.
✓	Creating rubrics for evaluation.
✓	Evaluating tests.
✓	Improving a specific part of the curriculum.
✓	Learning to use a new technology program such as Power Point.
✓	Developing DISCourse Web.
✓	Evaluating lesson or unit plans.

Role of Teacher B

The cooperating teacher's role would be to meet with the initiating teacher on two or three occasions. They would brainstorm ideas with Teacher A, share their own experiences, and offer advice. They would then observe Teacher A, if appropriate to the plan, and offer feedback on the effectiveness of the plan and the action. If the results were less than satisfactory, they would assist Teacher A in developing a new plan of action and repeat the process.

Peer Action Plan Proposal & Reflection Form

Name			
Date		Peer's Name	
Area of Development			

Development Plan (Submit for approval before commencement of the program)

Administrator's Signature	

Evaluation/Reflection of plan and outcomes

Administrator's Signature	

Personal Portfolio

Introduction

A teacher's professional portfolio can either be a summative or formative collection. A summative portfolio may contain materials gathered over the course of their career and may include, but is not restricted to, transcripts, prior administrative reports, personal reflections, commendations, extra-curricular coaching or advising awards and participation, and selected lesson plans along with representative student work. A formative portfolio will include a more restricted list of elements over a more defined period of time and is geared towards a professional's current development interests, activities, and areas of desired growth.

Purpose

This personal portfolio will be completed as a formative collection, allowing the teacher and their administrator to track the progress of the individual's teaching development in a organized manner.

Process

A three year cycle is the time limit for items placed into this formative portfolio. Maintaining a separate, summative portfolio is certainly encouraged but not required. Teachers are required to regularly update their formative collection throughout the course of the semester in which they choose to dedicate their attention to their portfolio. See **Appendix I** for further details.

Points to Remember	
✓	Collect quality, relevant material throughout the three years.
✓	Each item placed into the portfolio needs to have some sort of guided reflection that explains how the item reflects the performance area objective.
✓	A minimum of five items must be included in the portfolio, and there is no maximum limit.
✓	Previous PDP's within the three year cycle would be included in the portfolio.
✓	Include a personal philosophy of education paragraph.
✓	Include your ACSI philosophy paper in the first three-year cycle.
✓	How you put together the portfolio is your choice: PowerPoint, Binder, Folder with expandable slots, etc. A high standard of neatness and professionalism is anticipated.
✓	The portfolio would have an administrative evaluation component to it.
✓	The due date for the portfolio is three weeks prior to the end of the semester so that it can be evaluated and returned prior to the end of the semester.

Portfolio Ideas and Checklist

The bolded, highlighted letters represent the performance standard that can be addressed by collecting material in that particular area.

✓	Performance Area					Content Suggestions
	A	B	C	D	E	Examples from PD choice – Video
	A	B	C	D	E	Examples from PD choice – Colleague Reflection
	A	B	C	D	E	Examples from PD choice – Peer Action
	A	B	C	D	E	Examples from Parent-Student Surveys
	A	B	C	D	E	Workshop materials
	A	B	C	D	E	Lesson plans
	A	B	C	D	E	Assessment examples
	A	B	C	D	E	Examples of student work/projects
	A	B	C	D	E	Example of a rubric
	A	B	C	D	E	Personal philosophy of education paragraph
	A	B	C	D	E	Examples of cooperative learning used in the classroom
	A	B	C	D	E	Curriculum development
	A	B	C	D	E	Professional readings and reflection
	A	B	C	D	E	Examples of biblical integration
	A	B	C	D	E	Spiritual reflection
	A	B	C	D	E	International colleague interaction
	A	B	C	D	E	Example of reference letter
	A	B	C	D	E	Report Card comment examples
	A	B	C	D	E	PDP Plans
	A	B	C	D	E	CourseWeb/computer programs used
	A	B	C	D	E	Extra Curricular / Committee involvement
	A	B	C	D	E	ESL / special services development
	A	B	C	D	E	Workshop presentations given

Video Analysis

Introduction

What a teacher does and says in class compared to what a teacher *thinks* he or she do and say in class can often be quite different. Taking video footage of oneself is a reasonably intimidating activity, causing a good deal of self-consciousness. Pushing through these natural barriers, however, can provide educators with invaluable, reviewable material for them to observe and assess their own teaching for future development.










Purpose

The Video Analysis component of the teacher evaluation plan is a vehicle by which you evaluate your own skills as a third-person observer might view you. You are the sole judge of your work, and your administrator will collaborate with you based on your written reflections of what you viewed and how you interpreted what you saw.

Process

1	Write a plan outlining what aspect of your teaching on which you want to focus. (Generally speaking, one full lesson would be beneficial as you can view aspects of pre-teaching, teaching, supervision, and post-lesson interaction.)
2	Prior to the scheduled class the teacher will make arrangements with the library to sign out the appropriate equipment or bring their own from home. Book early to avoid disappointment. See the Academic Secretary for the correct tape.
3	On the day of the planned lesson the camera will be placed strategically in the room to record the lesson. Camera positioning will depend on the kind of feedback you want to view; generally, however, most applications will be wide-angled shots of both you and the class simultaneously.
4	After completion the individual will view the tape making notes on the different points that they noticed. (Only one lesson is required, but choosing to complete one session early in the semester and one towards the end of the quarter would provide benchmarks for personal growth.)
5	Respond in writing to each of the questions listed on the Self-Analysis worksheet. Each major section should have a response, including the topics in the subsections. The questions within the subsections do not necessarily require answers; they are listed as priming questions to initiate thinking in those areas.
6	The completed 2-3 page written document should be submitted to your principal no later than two weeks before the end of the semester.

Video - Self Analysis Questions

Section 1: Interaction with Students	
Questioning	
	Prime the Pump Questions: Did you ask questions that are of high quality and relevant to the lesson plan, requiring different levels of thinking? (i.e. recall... knowledge... comprehension... analysis... synthesis... evaluation) Did you provide sufficient 'think time' for students to respond? Were you a 'guide/facilitator' rather than a 'teller'?
Responding/Communication	
	Did you motivate and engage students in meaningful learning and growth by responding positively to student input in a supportive manner? Did you invite students to elaborate on their thoughts, justify their own ideas, and/or respond to other students' ideas in discussion? Did you go beyond simply judging the 'correctness' of students' answers?
Management	
	Did you manage the students and materials well, giving clear directions and procedures in a positive, timely, firm, and consistent manner?
Student Involvement	
	Were the students actively involved mentally and physically (if appropriate) in the activities of the lesson?
Section 2: Instructional Component (Based on the video)	
Introduction	
	Did you incorporate review at the beginning of the lesson? Did the introduction build interest in the lesson and connect the lesson to the students' backgrounds? Did the introduction inform the students about the purposes of the lesson and the expected objectives?
Activities	
	Were the activities developmentally appropriate, accommodating a variety of learning styles? Were the activities differentiated and sequenced adequately for your class?
Closure	
	Did closure involve the students in tying together the 'big understandings' of the lesson?
Assessment	
	Did you use previous assessment results to guide your instructional planning? How will you use your assessment of this lesson to guide future lesson preparation?
Section 3: What did you learn about your own teaching?	
Section 4: What would you change?	
	What specifically would you do differently if you could teach the same lesson again, keeping all variables the same? Please provide a sound rationale for the changes.

Colleague Feedback on Team Work

Introduction

The purpose of this exercise is to give the participant important feedback on how well they work within the Dalat team and in what areas could they possibly improve to enhance the performance of the staff as a whole.

Purpose

Finding appropriate ways to encourage colleagues and yet assisting in areas of potential weakness is a daunting task. The goal of the colleague feedback component is simply to pursue ways by which staff can sharpen each other for ministry by building each other up through constructive, loving feedback. Many verses in Proverbs speak to this issue, and this component is designed to initiate colleague interaction that addresses real issues in practice and relationships that affect our overall success in ministry at Dalat.

Process

This is not an evaluative component of the Dalat professional development program. This is a reflective exercise for the individual teacher. The results of the survey are not submitted to the administration, and you are encouraged to select colleagues from whom you can receive both encouragement and constructive criticism in a healthy manner that will strengthen your relationship and your teaching.

1	Teacher decides to do this PD component during a specific semester. They inform the principal so that they are aware of this.
2	They submit the names of 6-8 colleagues to the principal. This list should include male and female teachers from all three divisions.
3	The names are given to the academic secretary who prepares the survey through Zoomerang and sends it out to the participants listed by the individual.
4	The academic secretary compiles the results of the survey and gives a copy of it to the teacher. The academic secretary gives official notification that the survey has been completed for that particular teacher to the direct supervisor
5	The teacher reads through and reflects on the results.
6	The teacher reads through the book <i>17 Qualities of a Team Player</i> with the results of the survey as a “guide.”
7	The teacher works through the reflective worksheet and then submits the document to the administrator. A time to talk through the exercise with the administrator is scheduled.
8	The reflective component is a part of the teacher portfolio. A teacher can choose to have the actual survey results placed in the portfolio as well.

Colleague Survey

This survey represents opinions based on the following Dalat staff member:

TEACHER	
---------	--

This survey is being completed by a Dalat teacher from the following:

	Elementary		Male
	Middle School		Female
	High School		

Characteristics of a Team Player	
1	Never Seen in This Person
2	Rarely Seen in This Person
3	Occasionally Seen in This Person
4	Frequently Seen in This Person
5	Consistently Seen in This Person
6	Unknown

Instructions: Based on your personal observations and interactions with this teacher, please highlight or circle the number that you believe best represents that individual. Circle 6 if you are not able to answer from your own experience.

#						Quality	Demonstrated characteristics
1	2	3	4	5	6	Teachable	This person is flexible, open-minded and values self-improvement.
1	2	3	4	5	6	Collaborative	This person places the ministry and the team above him/herself, is supportive and complementary to others.
1	2	3	4	5	6	Committed	This person is willing to go the extra mile and places a high degree of priority and loyalty to the ministry.
1	2	3	4	5	6	Communicative	This person is candid, inclusive and attempts to resolve miscommunication in a timely manner.
1	2	3	4	5	6	Competent	This person is committed to excellence, pays attention to details, and performs consistently.
1	2	3	4	5	6	Dependable	This person is trustworthy, conscientious, responsible and follows through on his/her commitments
1	2	3	4	5	6	Disciplined	This person follows through on tasks that may or may not be enjoyable, and demonstrates emotional balance.
1	2	3	4	5	6	Enthusiastic	This person has a positive outlook and is passionate about his/her ministry.
1	2	3	4	5	6	Intentional	This person has a good sense of his/her strengths and weaknesses, works towards personal growth and is committed to long-term achievement.
1	2	3	4	5	6	Mission-Conscious	This person feels called to this ministry, embraces the vision and is willing to follow leadership.

1	2	3	4	5	6	Prepared	This person invests time in preparation for work, learns from his/her mistakes and is diligent.
1	2	3	4	5	6	Relational	This person is respectful of others and is trustworthy, demonstrates caring and compassion.
1	2	3	4	5	6	Selfless	This person is generous, humble, loyal and values interdependence by serving and encouraging others.
1	2	3	4	5	6	Solution-oriented	This person has a positive perspective, seeks solutions rather than focusing on complaints or relational politics.
1	2	3	4	5	6	Tenacious	This person is optimistic, hard-working, determined, and doesn't give up.
1	2	3	4	5	6	Respectful	This person respects people's time, privacy, personal belongings and space.
1	2	3	4	5	6	Stewardship	This person is conscientious with use of facilities, equipment and financial resources.
1	2	3	4	5	6	Professional	This person is punctual, contributes positively to meetings and shows care and attention to personal appearance.
1	2	3	4	5	6	Self-control	This person refrains from gossip or spreading rumors.
1	2	3	4	5	6	Honesty	This person demonstrates integrity in word and action.

Personal Reflections

What 3 areas are your best team player qualities?	
1	
2	
3	

Which three personal characteristics do you wish to improve?	
1	
2	
3	

What was the most valuable lesson or insight you learned about yourself from the survey?

Appendices

Appendix A - Lesson Delivery Checklists

Teacher		Grade/Subject	
Observer		Date	

Instructions: Record the presence, absence, or irrelevance of each lesson element.

Direct Teaching Lesson (based on Madeline Hunter's lesson design)

Lesson Element	Yes-No-N/A	Comments
Anticipatory set		
Statement of objective/purpose		
Input		
Modeling		
Checking for understanding		
Guided practice		
Independent practice		

Cooperative Learning Lesson (adapted from Glickman's *Supervision of Instruction*, 1998)

Lesson Element	Yes-No-N/A	Comments
Explanation of academic and social objectives		
Teaching of necessary social skills		
Face-to-face interaction		
Positive interdependence		
Individual accountability		
Group processing		

Appendix C - Student At-Task Behaviors

Teacher		Grade/Subject	
Observer		Date	

Instructions: At each time interval, use the following codes to record the behavior of each student:

On-Task Behaviors	
A	Attentive to teacher or instruction
B	Working on individual assignment
C	Working on group assignment
Off-Task Behaviors	
D	Out of seat
E	Talking with neighbors
F	Playing or inattentive to instruction

Student	Time Intervals in Minutes										
	3	6	9	12	15	18	21	24	27	30	33
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Summary of Behaviors							
	A	B	C	D	E	F	Total
Frequency							
% of total							

Appendix D - Instructional Skills Checklist

Teacher		Grade/Subject	
Observer		Date	

Instructions: Check each skill that the teacher performs.

Preparing students for instruction	
	Establishes climate for learning
	Gains students' attention
	States what is to be learned
	Establishes importance of lesson material

Motivating students for the lesson	
	Relates new information to prior student experiences
	Relates new information to prior student knowledge
	Uses appropriate cooperative learning techniques to motivate learning

Sequencing instruction	
	Reviews necessary basic skills
	Presents concrete before abstract content
	Uses manipulative and visual approaches in conjunction with oral explanations
	Develops the lesson from simple to complex
	Checks at intervals for student understanding
	Periodically reviews class progress that day
	Confirms what has been learned that day
	Uses guided practice when appropriate

Providing review and reinforcement	
	Reviews and reinforces learning through guided group work
	Reviews and reinforces learning through individual seat work
	Reviews and reinforces learning through homework assignments

Involving students	
	Permits students to respond and contribute freely
	Maintains appropriate balance between teacher-centered and student-centered instruction

Maintaining appropriate difficulty levels	
	Teaches skills new to the students
	Re-teaches skills not yet mastered by the students

Managing the classroom effectively	
	Plans procedures to minimize class disruptions
	Communicates rules and expectations clearly
	Shows awareness of student misbehavior and intercepts it at earliest stage
	Enforces rules consistently and fairly

Using good questioning techniques	
	Asks minimal number of yes/no, lower-level questions
	Asks questions that require application, analysis, synthesis, evaluation
	Uses appropriate pauses after questioning
	Asks questions in ways that cause all students to engage in thinking

Using instructional aids	
	Uses instructional aids and materials in ways that contribute directly to lesson effectiveness
	Uses instructional aids that address multiple learning modalities

Using books, texts, and other written materials	
	Uses books, texts, and other written materials appropriate to the content of the lesson
	Uses books, texts, and other written materials appropriate to the students' level of understanding

Integrating biblical truth	
	Involves students in applying biblical truth to content areas
	Uses visual materials (bulletin boards, etc.) to highlight biblical truth in content areas
	Proactively plans for and integrates biblical truth into content areas

(This checklist was adapted from *Supervision for Better Instruction* by Marcia Knoll.)

Appendix E – Parent Survey of Teacher Performance

Teacher		Grade/Subject	
Observer		Date	

Instructions: For each statement please indicate how accurately this describes this teacher. For example, if the statement about this teacher is always true then put a 5 in the blank in front of the statement.

1 - Never true	2 - Rarely true	3 - Sometimes true	4 - Often true	5 - Always true
----------------	-----------------	--------------------	----------------	-----------------

This teacher:					
Serves as a direct result of a calling from God					
1	2	3	4	5	is joyful, passionate and dedicated
1	2	3	4	5	displays a positive attitude
1	2	3	4	5	is committed, flexible and responds to the needs of students
Supports the mission statement and vision of Dalat					
1	2	3	4	5	lives with biblical integrity
1	2	3	4	5	encourages students to live according to biblical ethics
Demonstrates an understanding of a Christian philosophy of education					
1	2	3	4	5	integrates a Christian philosophy of education into daily lessons and interpersonal relationships
Bases all instruction and content on the foundation of a biblical worldview					
1	2	3	4	5	teaches every subject area with a biblical worldview
1	2	3	4	5	communicates biblical truths and the Gospel to students with vitality and conviction
1	2	3	4	5	is sensitive to the various religious backgrounds of the students
1	2	3	4	5	stimulates discussion and examination of various worldviews
1	2	3	4	5	challenges students to consider a biblical worldview
Demonstrates knowledge of content and pedagogy					
1	2	3	4	5	displays relevant concept and content knowledge
1	2	3	4	5	connects concepts within a subject and across subject areas
1	2	3	4	5	uses current, up to date teaching practices
Demonstrates effective planning and organization					
1	2	3	4	5	connects the abilities and developmental needs of students to the subjects being taught
1	2	3	4	5	plans instruction consistent with English language needs of students
1	2	3	4	5	uses test results to guide instruction
1	2	3	4	5	uses review to help student master content
Communicates effectively with students and parents					
1	2	3	4	5	gives clear directions that have enough detail
1	2	3	4	5	uses correct spoken and written language
1	2	3	4	5	uses vocabulary appropriate to students' age and interest
1	2	3	4	5	asks questions that are interesting and relevant to the lesson
1	2	3	4	5	uses a variety of teaching techniques to communicate with students

1	2	3	4	5	attempts to engage all students in discussion
1	2	3	4	5	communicates with students and parents outside the classroom
1	2	3	4	5	uses information technology to instruct and communicate with students and parents
Defines learning expectations and provides timely evaluative feedback on student performance					
1	2	3	4	5	communicates learning expectations and takes into account student needs
1	2	3	4	5	provides timely feedback regarding student performance and achievement
1	2	3	4	5	communicates students' progress and is available to respond to parent questions
1	2	3	4	5	updates grades in PowerSchool at least bi-weekly
1	2	3	4	5	encourages student self-evaluation
Motivates and engages students in meaningful learning and growth					
1	2	3	4	5	chooses materials, resources and testing techniques that are appropriate
1	2	3	4	5	keeps students engaged with the subject
1	2	3	4	5	ensures that instructional groups are productive and connect to instructional goals
1	2	3	4	5	makes learning relevant to students
1	2	3	4	5	conveys enthusiasm for learning
1	2	3	4	5	monitors and provides evidence of student learning
1	2	3	4	5	Helps students develop critical thinking skills
Personalizes learning					
1	2	3	4	5	takes into account student learning styles
1	2	3	4	5	presents lessons that are appropriate to student abilities
1	2	3	4	5	varies teaching methods and uses various evaluation strategies to address learning styles, modalities, and various intelligences
Demonstrates sensitivity to teacher-student relations					
1	2	3	4	5	demonstrates professionalism, care and respect when dealing with students
1	2	3	4	5	interacts appropriately with students, considering their developmental and cultural needs
1	2	3	4	5	is accessible to meet with and develop positive relationships with students
1	2	3	4	5	models a Christ-like attitude and behavior when relating to students
Provides a safe learning environment					
1	2	3	4	5	addresses student behavior that may prove harmful
1	2	3	4	5	promotes safety awareness and knowledge of relevant safety procedures
1	2	3	4	5	cultivates an environment that is God honoring
1	2	3	4	5	fosters an atmosphere of trust and mutual respect

Appendix F – Teacher Evaluation Form

Teacher		Grade/Subject	
Administrator		Date	

Instructions: To be completed by the Principal in the second semester of the first year at Dalat and every third year afterwards. The Principal will rate the teacher as 3) Good, 2) Satisfactory, or 1) Needs Improvement in each area.

Personal Calling and Christian Distinctive

This teacher serves as a direct calling from God.	
	reflects the joy, passion and dedication that accompanies a calling
	displays a positive attitude
	utilizes God given talents and gifts for effective teaching
	demonstrates a spirit of commitment, flexibility and responsiveness to needs

This teacher lives in accordance with the school's lifestyle statement.	
	is an evangelical, born-again person with clear testimony of faith in God
	lives in accordance with the school's lifestyle statement
	models a lifestyle of biblical integrity
	displays the ability to listen and respond to counsel
	encourages students to embrace and act according to biblical ethics

This teacher demonstrates an understanding of a Christian philosophy of education.	
	has completed the requirements for a Christian Philosophy of Education course which meets ACSI guidelines
	integrates a Christian philosophy of education into daily lessons and interpersonal relationships

This teacher bases all instruction and content on the foundation of a biblical worldview.	
	teaches every subject area with the foundation of a biblical worldview
	communicates biblical truths and the Gospel to students with vitality and conviction
	is sensitive to the various religious backgrounds of the staff and students
	provides a learning environment which stimulates discussion and examination of various worldviews
	challenges students to value a biblical worldview

Effective Planning and Preparation

This teacher demonstrates knowledge of content and pedagogy.	
	displays relevant concept and content knowledge
	makes connections within and across curricula
	demonstrates pedagogical practices that reflect current research on best practices
	demonstrates the ability to analyze appropriateness of pedagogical practices in light of biblical truth

This teacher uses Dalat curriculum content, skills, processes and unit plans as a framework for lesson planning.	
	utilizes the essential components of unit guides in lesson plans, including integration of ESLR's, biblical integration, current MCREL standards, and use of technology
	incorporates school division and subject area philosophy into content and teaching practices
	maintains and updates course unit guides

This teacher demonstrates effective planning and organization.	
	Prepares clear and thorough lesson plans
	makes appropriate and coherent connections between abilities and developmental needs of student and curriculum
	provides an appropriate progression within and between lessons
	plans instruction consistent with English language needs of students
	uses assessment results to guide instructional planning
	engages in collaborative and/or team planning
	appropriate use of review to engage students in content mastery

Productive Teaching

This teacher communicates effectively with students and parents.	
	gives clear directions and procedures which contain an appropriate level of detail to students
	uses correct spoken and written language
	uses vocabulary appropriate to students' age and interest
	asks questions that are of high quality and relevant to lesson content
	uses a variety of teaching techniques to communicate with students
	attempts to engage all students in discussion
	provides opportunities outside the class to communicate with individual students and parents
	uses information technology to instruct and communicate with students and parents

This teacher defines learning expectations and provides timely evaluative feedback on student performance.	
	communicates learning expectations and takes into account developmental needs
	consistently provides timely feedback regarding student performance and achievement
	communicates with parents and students about students' progress and is available to respond to parent questions
	updates grades in PowerSchool at least bi-weekly
	encourages student self-evaluation

This teacher motivates and engages students in meaningful learning and growth.	
	chooses materials, resources and assessment techniques that are appropriate
	ascertains that students are cognitively engaged
	ensures that instructional groups are productive and connect to instructional goals
	makes learning relevant to students
	conveys enthusiasm for learning
	monitors and provides evidence of student learning
	encourages and teaches the development of critical thinking skills

Learning Environment

This teacher personalizes learning.	
	accommodates a variety of learning styles
	presents lessons appropriate to student abilities / skills
	differentiates instruction and implements numerous teaching and evaluation strategies to address learning styles, modalities, and various intelligences

This teacher demonstrates sensitivity in teacher-student relations.	
	demonstrates professionalism, care and respect when dealing with students
	interacts appropriately with students, considering their developmental and cultural needs
	is accessible to meet with and develop positive relationships with students
	models a Christ-like attitude and behavior when relating to students

This teacher provides a safe learning environment.	
	addresses student behavior that may prove harmful
	promotes safety awareness and knowledge of relevant safety procedures
	cultivates an environment that is God honoring
	fosters an atmosphere of trust and mutual respect

Learning Community Responsibilities

This teacher demonstrates effective interpersonal relationships with colleagues.	
	builds collaborative and cooperative relationships
	participates in and supports team or departmental decision-making and team-building activities
	demonstrates cross-cultural understanding
	demonstrates ability to acknowledge with sensitivity variations in the Christian faith
	models a Christ-like attitude and behavior with colleagues
	shows respect for colleagues by consistently being on time

This teacher supports Dalat policies and procedures.	
	demonstrates knowledge of all documented Dalat policies and regulations and adheres to them
	uses appropriate means of resolving workplace concerns and problems

This teacher commits to continuous learning.	
	participates in all required professional development opportunities
	seeks out opportunities for personal professional development to enhance content knowledge and teaching
	keeps current with the school's curriculum and teaching practices
	contributes to school-wide improvement initiatives
	completes yearly professional development plan and goals
	maintains applicable professional certification

This teacher participates in school activities beyond the classroom.	
	participates in school events, student activities and/or school improvement initiatives beyond the classroom

Appendix G – Administrator’s Assessment Report

Administrators will utilize this form to record assessments and reflections on their observations and interactions with their staff member.

Administrator’s Assessment Form	
Teacher	
Date	
Administrator	

Administrator’s Comments	
Administrator’s Signature	
Teacher’s Signature	

Appendix H – Teacher Response Form

Please respond to the evaluative comments made by your administrator.

Teacher Response Form	
Teacher	
Date	
Administrator	

Teacher's Comments	
Teacher's Signature	
Administrator's Signature	

Appendix I – The Teaching Portfolio

What Is It?

A portfolio is a dynamic tool that can help a teacher professionally and personally, regardless of age or range of experience. Many teachers choose to bring it with them to a job interview. In this context, it is a three-dimensional resume, or a visual representation of one's teaching experiences and accomplishments. Other teachers use their portfolio as an on-going record of their career, to provide any viewer with evidence of their expertise. It can also be used as a personal tool, to reflect upon one's teaching and identify areas to strengthen. Physically it is a highly organized file or binder containing up-to-date information about your career. It is not lengthy or heavy and it is easy to read and browse. Items in the portfolio are well organized so they reflect your continued growth and development as a teacher.

Presentation of a Portfolio

The key factors to presenting an effective portfolio are organization, creativity and brevity. The easiest method for others to view a portfolio is in a regular binder. This way others can view the contents on their own without the need for technology skills or special equipment. Although the binder is the most widely used method, there are others, such as the following:

- Accordion File
- Video Presentation
- Computer Presentation
- Combination of the above

Inside the Portfolio

Opinions vary regarding the exact contents of a teacher's portfolio; however, there are some elements that are essential to all portfolios. Other elements are optional in nature because they specifically reflect you, your teaching style, and your accomplishments. Here are some helpful ideas.

Essential Elements

- **Table of Contents:** Each portfolio must have a navigation system so that viewers can find specific information quickly.
- **Resume and Certification Information:** You should have a section that displays your resume, copies of certification documents such as the actual certificate, evidence of tests passed, advanced degrees, etc. This section should also include letters of recommendation and a list of references with their contact information.
- **Biographical Sketch:** Describe yourself, any relevant teaching experience, the grades and subjects you've taught, along with your teaching philosophy and teaching style.
- **Classroom Planning:** This section should be limited to well-chosen examples of curriculum development, such as unit plans, lesson plans, or descriptions of special projects you created. Handouts, graphic organizers, assessments, student work you have graded, and photographs of your classroom can also be included, so long as they support what has been described in writing.
- **Continuing Education:** It is important to provide evidence of professional development. Display transcripts of graduate courses, or a description of in-services, workshops, and/or conferences you attended. Explain how these experiences have impacted your teaching. You can list professional books or journals you have read and how they have impacted your teaching as well.

Optional Items

- Honors received
- Evaluations
- Peer observations
- Videotape of you teaching
- Description of school-wide or committee projects or involvement
- Written reflections on teaching
- Descriptions of innovations in teaching, such as the implementation of new teaching or assessment methods, the integration of technology, etc.
- Description of classroom management techniques you use
- Computer disks with examples of programs you have written
- Screen shots and addresses of school or classroom web sites you have created

Uses of a Portfolio

There are many different ways a professional teaching portfolio may be used. Here are descriptions of the most common purposes:

- **Pre-Service Teacher Education Programs:** Often the creation of a professional portfolio is a requirement of teacher preparation programs. It can be used as an alternative assessment tool that often coincides with the culmination of the program.
- **Employment Interviews:** A portfolio can be a great tool in an interview. It gives you the advantage of being able to visually demonstrate your expertise as well as speak about it.
- **Alternative Assessment of Teaching Effectiveness:** A portfolio (or some type of performance based product) may be required for certification. It may be required of you by a supervisor or for salary promotion.
- **Grant Information:** Often the information requested as part of a grant is exactly what is collected for a portfolio. Keep your portfolio current and applying for grants becomes that much easier.
- **Personal Tool:** Creating a professional portfolio may be used for reflective reasons. It can help you identify your strengths and weaknesses as a teacher and help you further develop your skills and knowledge of teaching. It also creates a record of your career, as the documentation included unfolds your expertise as a teacher over time. It can also give you added confidence. As you view the contents you are able to see your accomplishments and feel proud!

Characteristics of Effective Portfolios

Portfolios should be highly organized and the information inside should be carefully selected and limited. In addition to these qualities, there are other methods to make the teacher's portfolio effective.

- **Organization:** Select a method of organization and be consistent with it. For instance, if you are organizing your portfolio by grade levels you have taught, don't suddenly switch to subjects taught. This will interrupt the reading of the portfolio and demonstrate poor planning. However you decide to organize your portfolio, don't forget to include a table of contents.
- **Clear purpose:** Only include items that have a clear purpose. To reinforce that purpose, include a brief, typed explanation.
- **Personalize it:** Your portfolio is a window into your classroom. Don't hesitate to include items that reflect the unique community you and your students create.
- **Demonstrate your professionalism:** Your portfolio should convey your mastery and enthusiasm for the profession. Be prepared to provide specific anecdotes about the contents of your portfolio.

Portfolio Mistakes

A portfolio can make or break an interview. In some cases, candidates that seem qualified for a position didn't get the job because of a poorly presented portfolio. Put yourself in an interviewer's position and consider these mistakes:

- Attention is not paid to detail and submitted work is sloppy, hand written, disorganized
- Colors or designs that distract from the intended purpose
- Excessive photographs of students without an explanation or supporting academic work
- Poor grammar, spelling, punctuation
- Printed in ink that is difficult to read
- Students in photographs demonstrating questionable behavior
- Photographs or graphics that are too dark to discern
- Items not securely fastened into portfolio that fall out easily
- Lacking substance-too many drawings, photographs, letters of appreciation and no academic work

Collecting Content for your Portfolio

It is the nature of the profession for teachers to deal with lots of papers. Collecting appropriate items for your portfolio can be time consuming, but follow these tips to help simplify this process.

- **Archive Box:** Keep a box or folder in your classroom that is designated specifically for collecting items for your portfolio. Whenever you come across something that could possibly be placed into your portfolio, place it in your archive box. Periodically sort through your box or folder and choose items to place into your portfolio in order to show continued growth and experience.
- **Disposable Camera:** Keep a cheap, disposable camera with a flash in your classroom so that you can record significant events. Avoid using a personal, expensive camera so that you don't experience a great loss if it gets lost or stolen.
- **Copies of Work:** Make copies of original work. Color copies are better.
- **Scanner:** If you have access to a scanner, documents or examples of student work can be scanned and then saved to a file that can be easily updated and edited.

http://www.professionalteacher.com/home/career_center_the_portfolio.cfm