

TEACHER SYSTEM
INSTRUMENTS

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

SELF-ASSESSMENT FORM TEACHER SYSTEM

Teacher: _____

Date: ____ / ____ / ____
MM DD YY

This self-assessment instrument should be completed by the teacher for his/her own personal use. For first year teachers, the instrument should be completed during the second semester of the first year of teaching. The information obtained from the self-assessment can be used in three ways: 1) to identify areas for improvement; 2) to compare personal perceptions of performance with results of evaluation by a superordinate; and 3) to assist in developing a professional development plan collaboratively with one's supervisor. It is the teacher's option whether to share the results of the self-assessment during the Evaluation Summary Conference, but sharing can lead to useful discussion.

Teachers should refer to the list of definition items in determining their performance for the indicators and competency areas. *The definition items define each indicator and should be used to formulate a response at the indicator level.* Indicator scores should be used to formulate an overall score for each competency area.

The following scale should be used to determine the scores for each of the indicators and competency areas.

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area of Strength

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the areas(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

Use Definitional Items to Determine Indicator Scores
Use Indicator Scores to Determine Competency Scores

1.0 PREPARATION FOR INSTRUCTION

1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives

- 1-selects long-range goals from state and/or local curriculum guides and sources 1 2 3 4
- 2-selects/states and sequences short-term, measurable objectives in accordance with learner needs and program goals 1 2 3 4
- 3-selects objectives from approved state and/or school system sources 1 2 3 4

Indicator Score: 1 2 3 4

1.2 Identifies Various Instructional Strategies

- 1-integrates knowledge and skills across curriculum areas 1 2 3 4
- 2-plans creative and innovative activities appropriate to objectives, including the use of technology 1 2 3 4
- 3-identifies teaching-learning activities to accommodate individual differences/exceptionalities among learners (e.g., achievement and ability levels, interests, learning styles) 1 2 3 4
- 4-plans instruction consistent with developmental level of students (physical, social, emotional, & cognitive) 1 2 3 4

Indicator Score: 1 2 3 4

1.3 Prepares Instructional Resources for Use

- 1-selects and uses resources that are directly related to the purpose(s) and objectives of the lesson and the skills/concepts to be mastered 1 2 3 4
- 2-selects and uses resources that further clarify the lesson (remediation, reinforcement, or enrichment) 1 2 3 4
- 3-selects and uses resources appropriate to student differences (ability, achievement, interests, learning styles) 1 2 3 4
- 4-selects and uses technology/media, bulletin boards, models, realia, and/or displays 1 2 3 4
- 5-sequences materials in appropriate order and locates them for distribution when needed 1 2 3 4
- 6-makes sure that equipment is in working order and ready for use when needed 1 2 3 4
- 7-plans for ensuring equitable and effective student access to available technology and other resources 1 2 3 4

Indicator Score: 1 2 3 4

1.0 PREPARATION FOR INSTRUCTION

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

2.0 PRESENTATION OF ORGANIZED INSTRUCTION

2.1 Orients Student to the Lesson

- 1-secures student attention 1 2 3 4
- 2-states purposes of lesson and its objectives 1 2 3 4
- 3-identifies contents/skills to be mastered 1 2 3 4
- 4-relates current lesson content to previous and future lesson content 1 2 3 4

Indicator Score: 1 2 3 4

2.2 Gives Clear Directions

- 1-gives concise, but sufficient, directions 1 2 3 4
- 2-presents directions in logical sequence 1 2 3 4
- 3-presents directions (written and oral) in easy to follow form 1 2 3 4
- 4-provides examples of how to do task 1 2 3 4
- 5-identifies steps in the task 1 2 3 4
- 6-receives minimum number of procedural questions 1 2 3 4

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

2.3 Develops the Lesson

1-explains concepts, terms, vocabulary, principles	1	2	3	4
2-presents content to fit objectives	1	2	3	4
3-provides examples or illustrations from life experiences and current events	1	2	3	4
4-presents content in logical pattern and sequence	1	2	3	4
5-questions effectively	1	2	3	4
6-provides smooth transitions from one activity to another	1	2	3	4
7-relates content to other subject areas	1	2	3	4
8-uses technology when appropriate	1	2	3	4
9-facilitates students' individual and collaborative use of technologies during instruction	1	2	3	4

Indicator Score: 1 2 3 4

2.4 Provides Practice and Summarization

1-provides guided practice when appropriate	1	2	3	4
2-assigns independent practice (in-school, at-home activities) when appropriate	1	2	3	4
3-provides review at appropriate points	1	2	3	4

Indicator Score: 1 2 3 4

2.5 Demonstrates Knowledge of Subject Matter and Pedagogy

1-uses accurate, up-to-date information	1	2	3	4
2-establishes relationships among facts, concepts, principles, skills	1	2	3	4
3-emphasizes main ideas, central themes	1	2	3	4
4-identifies/questions misconceptions, and faulty logic	1	2	3	4
5-responds accurately to student questions	1	2	3	4
6-uses multiple representations and explanations	1	2	3	4

Indicator Score: 1 2 3 4

2.0 PRESENTATION OF ORGANIZED INSTRUCTION COMPETENCY SCORE: 1 2 3 4

Notes/Comments

3.0 ASSESSMENT OF STUDENT PERFORMANCE

3.1 Monitors Student Performance

1-checks student understanding, processes, products	1	2	3	4
2-solicits questions	1	2	3	4
3-requests student demonstration of task/skill	1	2	3	4
4-asks questions requiring comprehension, application, evaluation of concept/skill	1	2	3	4

Indicator Score: 1 2 3 4

3.2 Measures Student Progress Systematically

1-assesses level of performance and progress regularly	1	2	3	4
2-uses variety of appropriate assessment methods and instruments, including online and computer adaptive assessments, where appropriate	1	2	3	4
3-uses assessment strategies to involve students in self-assessment activities	1	2	3	4

Indicator Score: 1 2 3 4

3.3 Provides Feedback About Student Performance

1-acknowledges participation and response	1	2	3	4
2-affirms correct responses	1	2	3	4
3-praises specific behaviors and accomplishments	1	2	3	4
4-provides specific, corrective statements to inappropriate responses	1	2	3	4
5-makes specific recommendations for improvement	1	2	3	4

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

3.4 Uses Assessment Results

1-uses assessment data to determine achievement of objectives	1	2	3	4
2-uses assessment data to modify objectives, content, instructional strategies	1	2	3	4
3-clarifies/elaborates directions and explanations	1	2	3	4
4-reteaches when necessary using alternative strategies, activities and/or materials	1	2	3	4
5-adjusts pacing of instruction and activities for individuals/groups when necessary	1	2	3	4
6-uses assessment data in reporting progress and accomplishment to students, parents/guardians, professional staff by multiple means (report cards, progress reports, notes, conferences, etc.)	1	2	3	4

Indicator Score: 1 2 3 4

3.0 ASSESSMENT OF STUDENT PERFORMANCE COMPETENCY SCORE: 1 2 3 4

Notes/Comments

4.0 CLASSROOM MANAGEMENT

4.1 Manages Class Time

1-begins instruction promptly	1	2	3	4
2-completes non-instructional duties with minimal loss of instruction time	1	2	3	4
3-disseminates materials and supplies and uses equipment with minimal loss of instructional time	1	2	3	4
4-discourages or redirects student digressions	1	2	3	4
5-follows planned sequence of activities with minimum teacher digressions	1	2	3	4
6-minimizes time students spend waiting with nothing to do	1	2	3	4
7-makes effective use of time	1	2	3	4
8-returns students to task quickly after unavoidable interruptions	1	2	3	4

Indicator Score: 1 2 3 4

4.2 Manages Student Behavior

1-establishes classroom rules and procedures cooperatively with students when appropriate	1	2	3	4
2-requires and monitors student adherence to rules and procedures	1	2	3	4
3-anticipates conditions which can lead to inappropriate student behavior and uses intervention strategies	1	2	3	4
4-uses verbal and nonverbal (proximity, eye contact, etc.) skills to control student conduct	1	2	3	4
5-stops inappropriate behavior using reasonable sanctions	1	2	3	4
6-rewards (verbally and nonverbally) appropriate student conduct	1	2	3	4

Indicator Score: 1 2 3 4

4.0 CLASSROOM MANAGEMENT COMPETENCY SCORE: 1 2 3 4

Notes/Comments



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

5.0 POSITIVE LEARNING CLIMATE

5.1 Involves Students in Interaction

1-encourages active participation	1	2	3	4
2-ensures equitable participation	1	2	3	4
3-establishes and maintains effective positive rapport with students	1	2	3	4
4-elicits responses	1	2	3	4
5-encourages students to help each other and share ideas	1	2	3	4
6-accepts and uses student ideas, questions, and responses	1	2	3	4
7-seeks alternative responses	1	2	3	4
8-refers student ideas and questions to other students	1	2	3	4
9-engages students in generating knowledge and testing hypotheses	1	2	3	4
10-varies roles in instructional process (facilitator, coach, audience) in relation to content and purposes of instructional needs of students	1	2	3	4

Indicator Score: 1 2 3 4

5.2 Communicates High Expectations

1-establishes and maintains timelines for task completions	1	2	3	4
2-establishes and maintains standards for consistency, correctness, neatness, and form	1	2	3	4
3-holds students accountable for assigned activities	1	2	3	4
4-encourages students to deliver quality performance and products	1	2	3	4
5-indicates confidence in students' ability to learn	1	2	3	4

Indicator Score: 1 2 3 4

5.3 Expresses Positive Affect/Minimizes Negative Affect

1-expresses enthusiasm verbally and nonverbally	1	2	3	4
2-uses positive verbal language	1	2	3	4
3-uses positive nonverbal cues	1	2	3	4
4-demonstrates respect and consideration for all students	1	2	3	4
5-accepts student responses without ridicule	1	2	3	4
6-avoids use of sarcasm/derogatory statements (verbal and nonverbal)	1	2	3	4
7-avoids personal criticism of students	1	2	3	4
8-avoids emotional outbursts	1	2	3	4

Indicator Score: 1 2 3 4

5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided

1-arranges furniture and equipment to facilitate movement and learning	1	2	3	4
2-uses assigned facilities to accommodate different types of activities	1	2	3	4
3-creates an attractive physical environment	1	2	3	4

Indicator Score: 1 2 3 4

5.0 POSITIVE LEARNING CLIMATE

COMPETENCY SCORE: 1 2 3 4

Notes/Comments



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

6.0 COMMUNICATION

6.1 Speaks Clearly, Correctly, and Coherently

1-uses standard speech	1	2	3	4
2-pronounces words correctly	1	2	3	4
3-adjusts rate of speaking when needed /requested	1	2	3	4
4-adjusts pitch for emphasis	1	2	3	4
5-organizes presentations	1	2	3	4
6-uses vocabulary and style appropriate to level of students	1	2	3	4
7-speaks fluently	1	2	3	4

Indicator Score: 1 2 3 4

6.2 Writes Clearly, Correctly, and Coherently

1-spells words correctly	1	2	3	4
2-uses correct grammar and mechanics	1	2	3	4
3-writes legibly	1	2	3	4
4-uses vocabulary and style appropriate to level of audience	1	2	3	4
5-organizes written information	1	2	3	4

Indicator Score: 1 2 3 4

6.0 COMMUNICATION

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

7.1 Improves Professional Knowledge and Skills

1-participates in professional organizations	1	2	3	4
2-participates in school system and state professional development programs and/or attends state, regional, and national conferences	1	2	3	4
3-participates in a professional development program to improve job performance	1	2	3	4
4-takes formal course work or obtains advanced degree(s)/certification	1	2	3	4
5-uses ideas from books, professional journals, websites, internet dialog with colleagues, and professional organizations to improve teaching	1	2	3	4

Indicator Score: 1 2 3 4

7.2 Takes A Leadership Role in Improving Education

1-provides leadership in identifying and resolving issues and problems facing education (local, state, regional, national)	1	2	3	4
2-provides leadership in establishing and/or achieving school/school system goals	1	2	3	4
3-initiates activities and projects in the school/school system	1	2	3	4
4-conducts workshops/training sessions	1	2	3	4
5-shares ideas, materials, and resources with peers and others	1	2	3	4
6-participates in shared decision-making in the school	1	2	3	4

Indicator Score: 1 2 3 4

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

COMPETENCY SCORE: 1 2 3 4

Notes/Comments



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

8.1 Completes Job Requirements According to Established Timelines

- 1-completes assigned task on schedule 1 2 3 4
- 2-is punctual for school, classes, meetings, conferences, and other scheduled activities 1 2 3 4
- 3-adheres to local personnel policies and procedures (e.g. attendance, leave) 1 2 3 4

Indicator Score: 1 2 3 4

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

- 1-maintains accurate, up-to-date records, including student progress records 1 2 3 4
- 2-establishes procedures consistent with established policies, laws, and regulations 1 2 3 4
- 3-recommends actions in accordance with applicable laws, policies, and regulations 1 2 3 4
- 4-supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians 1 2 3 4

Indicator Score: 1 2 3 4

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

- 1-treats confidential information about students, staff, and school affairs in a professional and ethical manner 1 2 3 4
- 2-demonstrates respect, interest, and consideration for those with whom he/she interacts 1 2 3 4
- 3-assists in school planning when requested 1 2 3 4
- 4-participates in collegial efforts without giving up individual rights to dissent or to work to effect change 1 2 3 4
- 5-handles contacts with parents/guardians in a professional, ethical manner 1 2 3 4

Indicator Score: 1 2 3 4

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

- 1-adjusts activities and schedules when necessary to accommodate other programs or activities 1 2 3 4
- 2-holds conferences at times mutually convenient to all participants 1 2 3 4
- 3-uses community resources to supplement program 1 2 3 4
- 4-encourages parents/guardians to participate in the school 1 2 3 4
- 5-participates in school-related, parent/guardian-directed meetings when appropriate 1 2 3 4
- 6-acts as an advocate for students 1 2 3 4
- 7-seeks outside help for students, as needed 1 2 3 4

Indicator Score: 1 2 3 4

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

List numbers of not more than three Competencies and a limited number of Indicators identified for the focus of a Professional Development Plan for the next school year.

Competency:

Competency:

Competency:

Indicators:

Indicators:

Indicators:

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

STRUCTURED ORAL/WRITTEN INTERVIEW SCORING FORM TEACHER SYSTEM

Teacher: _____

Date: ___ / ___ / ___
MM DD YY

Evaluator: _____

(Provide evaluator name only if different from the name on the ESR form)

Oral Interview

Written Interview Option

The interview contains 3 question sets. It is administered in one of two ways: 1) it may be conducted in one or more sessions by trained evaluators, or 2) the teacher can provide written responses to the question sets. If the teacher chooses to provide written responses, all three question sets are due at a time agreed upon by the evaluator and the teacher. A conference between the evaluator and the teacher is required to discuss the written responses and/or for the evaluator to ask probing or clarifying questions. In either interview administration, the teacher may or may not choose to provide a representative sampling of materials that assist in explanations.

The question sets to be addressed are attached to this Interview Scoring Form. If the interview is conducted as a structured oral interview, responses from the teacher are recorded by the evaluator on the Observation/Interview Scripting Form. If the teacher chooses to write responses to the interview, these responses should be written on the Observation/Interview Scripting Form. Each sheet should indicate the teacher's name, page number, and the question set to which a response is made. If the teacher chooses to provide materials as examples that assist in an explanation, these materials should be attached as appendices. More detailed instructions are provided in the evaluation manual.

The scoring statements on this Interview Scoring Form should be used in determining the indicator scores. Procedures and definitions for scoring the interview appear in the evaluation manual. Explanation of assigned scores will be provided to the teacher.

The following scale should be used to determine a score for each item and indicator:

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area Of Strength

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

(over)

**SCORING FORM FOR TEACHER'S
STRUCTURED ORAL/WRITTEN INTERVIEW**



1 - Unsatisfactory 3 - Area of Strength
2 - Needs Improvement 4 - Demonstrates Excellence

<p>QUESTION SET 1 (INDICATOR 1.1)</p> <p>How do you determine your instructional goals and objectives? Discuss the criteria and sources you use to develop long range goals and short term objectives and how you decide upon and develop these goals and objectives from the criteria or sources. <i>Examples of materials that will assist your explanation may be provided.</i></p>	<table border="0"> <tr> <td style="width: 60%;">1. Develops/uses goals and objectives from state and local curriculum frameworks and other appropriate sources</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> </tr> <tr> <td>2. Develops a variety of goals and objectives</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3. Sequences goals and objectives to facilitate learning</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>4. Addresses learner needs</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1. Develops/uses goals and objectives from state and local curriculum frameworks and other appropriate sources	1	2	3	4	2. Develops a variety of goals and objectives	1	2	3	4	3. Sequences goals and objectives to facilitate learning	1	2	3	4	4. Addresses learner needs	1	2	3	4
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3. Sequences goals and objectives to facilitate learning	1	2	3	4																	
4. Addresses learner needs	1	2	3	4																	

Notes/Comments for Justification of Scores	Indicator 1.1 Score: 1 2 3 4
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<p>QUESTION SET 2 (INDICATORS 1.2 and 1.3)</p> <p>How do you plan for your lessons? In your discussion, please include how you determine instructional strategies as well as teacher and student activities. Also discuss how you select and plan for the use of instructional resources such as materials, media, equipment, hardware, and people; and how you accommodate individual differences and ensure equitable and effective student access to available technology. Include in your discussion why you use these strategies and resources. <i>Examples of materials that will assist your explanation may be provided.</i></p>	<table border="0"> <tr> <td style="width: 60%;">1. Integrates knowledge and skills across curriculum areas</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> </tr> <tr> <td>2. Plans variety of creative and innovative teaching/learning activities and strategies appropriate to objectives, including use of technology</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3. Identifies teaching/learning activities to accommodate individual differences among learners, including developmental levels</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1. Integrates knowledge and skills across curriculum areas	1	2	3	4	2. Plans variety of creative and innovative teaching/learning activities and strategies appropriate to objectives, including use of technology	1	2	3	4	3. Identifies teaching/learning activities to accommodate individual differences among learners, including developmental levels	1	2	3	4
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3. Identifies teaching/learning activities to accommodate individual differences among learners, including developmental levels	1	2	3	4												

Notes/Comments for Justification of Scores	Indicator 1.2 Score: 1 2 3 4
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<p>QUESTION SET 3 (INDICATORS 3.2 and 3.4)</p> <p>How do you assess students, their performance, and your teaching; and what do you do with the results of these assessments? In your discussion, address your assessment plan and your assessment strategies including the types of assessments you use and why you use these assessments. If you are using online or computer adaptive assessments in any way, please be sure to include this information. Also discuss how you use the results, and how you record and report student performance and progress. <i>Examples of materials that will assist your explanation may be provided.</i></p>	<table border="0"> <tr> <td style="width: 60%;">1. Assesses level of performance and progress systematically and regularly using appropriate methods and instruments</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> </tr> <tr> <td>2. Maintains accurate, comprehensive records of progress and performance outcomes</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3. Uses assessment strategies to involve students in self-assessment activities</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1. Assesses level of performance and progress systematically and regularly using appropriate methods and instruments	1	2	3	4	2. Maintains accurate, comprehensive records of progress and performance outcomes	1	2	3	4	3. Uses assessment strategies to involve students in self-assessment activities	1	2	3	4
1. Assesses level of performance and progress systematically and regularly using appropriate methods and instruments	1	2	3	4												
2. Maintains accurate, comprehensive records of progress and performance outcomes	1	2	3	4												
3. Uses assessment strategies to involve students in self-assessment activities	1	2	3	4												

Notes/Comments for Justification of Scores	Indicator 3.2 Score: 1 2 3 4
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Teacher Structured Oral/Written Interview Question Sets

The question sets for the Structured Oral/Written Interview are provided below. The items below each question set are the statements that correspond to the definitional items in the teacher competencies. These statements are provided for reference and should be used as a guide in determining responses.

If the interview is conducted as a structured oral interview, responses from the teacher are recorded by the evaluator on the Observation/Interview Scripting Form. If the teacher chooses to write responses to the interview, these responses should be written on the Observation/Interview Scripting Form. Each sheet should indicate the teacher's name, page number, and the question set to which a response is made.

If the teacher decides to provide materials as examples that assist in an explanation, these materials should be referenced in the responses to the questions. During the oral structured interview, these materials should be shared with the evaluator. In the written interview, they should be provided as attachments. More detailed instructions are provided in the teacher evaluation manual.

QUESTION SET 1 (INDICATOR 1.1)

How do you determine your instructional goals and objectives? Discuss the criteria and sources you use to develop long range goals and short term objectives and how you decide upon and develop these goals and objectives from the criteria or sources. *Examples of materials that will assist your explanation may be provided.*

- Develops/uses goals and objectives from state and local curriculum frameworks, and other appropriate sources
- Develops a variety of goals and objectives
- Sequences goals and objectives to facilitate learning
- Addresses learner needs

QUESTION SET 2 (INDICATORS 1.2 and 1.3)

How do you plan for your lessons? In your discussion, please include how you determine instructional strategies as well as teacher and student activities. Also discuss how you select and plan for the use of instructional resources such as materials, media, equipment, hardware, and people; and how you accommodate individual differences and ensure equitable and effective student access to available technology. Include in your discussion why you use these strategies and resources. *Examples of materials that will assist your explanation may be provided.*

- Integrates knowledge and skills across curriculum areas
- Plans variety of creative and innovative teaching/learning activities and strategies appropriate to objectives, including the use of technology
- Identifies teaching/learning activities to accommodate individual differences among learners, including developmental levels
- Uses variety of resources related to purpose and objectives of the lesson and concepts/skills to be mastered
- Uses resources for clarification and lesson enhancement
- Uses resources appropriate to student differences
- Plans for ensuring equitable and effective access to technology

QUESTION SET 3 (INDICATORS 3.2 and 3.4)

How do you assess students, their performance, and your teaching; and what do you do with the results of these assessments? In your discussion, address your assessment plan and your assessment strategies including the types of assessments you use and why you use these assessments. If you are using online or computer adaptive assessments in any way, please be sure to include this information. Also discuss how you use the results, and how you record and report student performance and progress. *Examples of materials that will assist your explanation may be provided.*

- Assesses level of performance and progress systematically and regularly using appropriate methods and instruments
- Maintains accurate, comprehensive records of progress and performance outcomes
- Uses assessment strategies to involve students in self-assessment activities
- Uses measurement data to determine achievement of goals and objectives
- Uses measurement data to modify objectives, content, and instructional strategies
- Uses variety of methods in reporting progress and accomplishment to students, parents/guardians, and others

OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Educator's Name: _____

Evaluator's Name: _____

Date: _____

- Observation
- Oral Interview
- Written Interview Option

Interview Question Set

Line
Number

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ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

TEACHER PRE- AND POST-OBSERVATION CONFERENCE RECORD

Teacher: _____ Evaluator _____
(Provide evaluator name only if different from the name on the ESR form)

School System: _____ School: _____ Date: ____/____/____

Subject/Grade Level: _____ Number of Students: _____ Hour: _____

Observation No. 1 2 3 Announced Observation Unannounced Observation | First Year Teacher Non-Tenured Teacher Tenured Teacher

Special Conditions (to be specified by teacher)

Special Population Overcrowded Conditions Inadequate Technology Inadequate Facilities Inadequate Resources Other

Comments:

1. What topic(s) will be covered in this observation and how does this lesson relate to previously taught material?

2. What student and teacher activities are planned?

3. How and when will objectives be measured?

Teacher Made Tests Commercially Prepared Tests Textbook Tests Standardized Tests System Developed Tests
 Homework Work Products/Projects Student Performance Other _____

POST-OBSERVATION

4. Were student/teacher activities observed those planned? Yes No If no, indicate activities observed.

5. Special conditions observed (other than those indicated by the teacher):

6. Strengths Observed:

Competency/Indicator

Comments/Suggestions

7. Areas for Focus:

Competency/Indicator

Comments/Recommendations

8. Teacher Comments: (optional)

9. Evaluator Comments: (optional)

Teacher Signature/Date

Evaluator Signature/Date

Teacher's signature indicates that this form has been reviewed and a Post-Observation Conference has been held. It does not necessarily indicate agreement with the evaluation comments.

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

SCRIPTED OBSERVATION RECORD TEACHER SYSTEM

Note: With the exception of the teacher as an identifier, you do not have to complete the demographics below if you have completed that information on the Pre-and Post-Observation Conference Record and it is attached.

Teacher: _____ Evaluator: _____
(provide evaluator name only if different from the name on the ESR form)

School System: ___ ___ System Name: _____ School: ___ ___ School: _____ Date: ___/___/___
Code # Code # MM DD YY

Subject: _____ Subject/Grade Level: _____ Number of Students: _____ Start Time: _____
Code #

Observation No. 1 2 3 Announced Observation First Year Teacher
 Unannounced Observation Non-tenured Teacher
 Tenured Teacher

SPECIAL CONDITIONS

(To be specified by teacher)

- | | |
|---|--|
| <input type="checkbox"/> Special Population | <input type="checkbox"/> Inadequate Facilities |
| <input type="checkbox"/> Overcrowded Conditions | <input type="checkbox"/> Inadequate Resources |
| <input type="checkbox"/> Inadequate Technology | <input type="checkbox"/> Subject Change |

Comments: _____ Other _____

After scripting the observation, behaviors related to each indicator should be referenced on the *Teacher Observation Analysis and Scoring Form*. Then, apply the scoring scale below to each listed indicator. In some instances, behaviors not observed are to be indicated by "NO".

- 1 - Unsatisfactory**
- 2 - Needs Improvement**
- 3 - Area Of Strength**
- 4 - Demonstrates Excellence**

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

(Over)

TEACHER OBSERVATION ANALYSIS AND SCORING FORM1- 4, NO*
Score**SUPPORTING
SCRIPT
REFERENCES**1- 4, NO*
Score**SUPPORTING
SCRIPT
REFERENCES****PREPARING**____ **1.3 Prepares Resources**

Resources related to objectives
Resources clarify
Resources appropriate
Sequences materials
Equipment working
Variety of materials

ORIENTING____ **2.1 Orients Student to Lesson**

Secures attention (motivation, etc.)
States purpose/objectives
Identifies content/skills
Relates lesson

DIRECTING____ **2.2 Gives Clear Directions**

Gives concise directions
Presents in logical sequence
Presents in easy to follow form
Provides task examples
Identifies task steps
Minimum number of procedural questions

PRESENTING____ **2.3 Develops the Lesson**

Explains/Presents
Presents content to fit objectives
Provides examples
Provides illustrations from life experiences
Presents in logical pattern/sequence
Relates content to other subject areas
Uses technology when appropriate
Facilitates individual/collaborative technology use
Questions effectively
Provides smooth transitions

____ **2.4 Provides Practice/Summarization**

Provides guided practice
Provides independent practice
Provides review

____ **2.5 Demonstrates Knowledge**

Uses accurate, up-to-date material
Establishes relationships
Emphasizes main idea
Uses appropriate vocabulary
Identifies misconceptions
Responds knowledgeably/accurately to questions
Uses multiple representations and explanations

ASSESSING/MONITORING____ **3.1 Monitors Student Performance**

Checks for understanding
Solicits questions
Requests demonstration
Asks higher order questions

____ **3.3 Provides Feedback**

Acknowledges participation
Affirms correct responses
Gives information
Praises specific behavior
Provides corrective action
Makes recommendations
Promotes Thinking

____ **3.4 Uses Assessment Results**

Clarifies/elaborates
Reteaches when necessary
Adjusts pace when necessary

MANAGING____ **4.1 Manages Class Time**

Begins promptly
Minimizes loss of instructional time
Discourages/redirects digressions
Minimizes teacher digressions
Minimizes student wait time
Effective use of time
Handles interruptions

____ **4.2 Manages Student Behavior**

Emphasizes rules/procedures
Monitors rule adherence
Anticipates and intervenes
Uses verbal/non-verbal
Uses reasonable sanctions
Rewards appropriate behavior

MAINTAINING CLIMATE____ **5.1 Involves Students**

Encourages participation
Ensures equitable participation
Establishes positive rapport
Elicits responses
Encourages student sharing
Uses student ideas/responses
Seeks elaboration
Refers to other students
Engages students in knowledge/hypotheses
Varies roles in instructional process

____ **5.2 Communicates High Expectations**

Timelines for completion
Establishes standards
Holds students accountable
Encourages quality
Indicates confidence

____ **5.3 Expresses Positive Affect**

Verbal/nonverbal enthusiasm
Positive verbal language
Positive nonverbal cues
Demonstrates respect
Lack of ridicule/sarcasm
Lack of personal criticism
Avoids outbursts

____ **5.4 Maintains Environment**

Arranges furniture/equipment
Accommodates variety of activities
Maintains attractive environment

COMMUNICATING____ **6.1 Speaks Clearly/Correctly**

Uses standard speech
Uses correct pronunciation
Adjusts rate
Adjusts volume
Adjusts pitch
Organizes presentation
Uses appropriate vocabulary
Speaks fluently

____ **6.2 Writes Clearly, Correctly and Coherently**

Spells Correctly
Uses correct grammar/mechanics
Writes legibly
Uses appropriate vocabulary
Organizes Information

*NO = Not Observed

OBSERVATION SUPPLEMENT

Teacher: _____

Evaluator: _____

Observation No. _____ Date: _____

Directions: Use of this form is optional during the scripting process to indicate the occurrence of various types of classroom actions or activities. In the appropriate box and space below, tally the number of times each action or activity occurred during the entire observation.

Questioning Levels				Procedural Questions
<u>2.3 Develops Lesson</u>		<u>3.1 Monitors</u>		
<i>Group</i>	<i>Individual</i>	<i>Group</i>	<i>Individual</i>	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	

Responding/Involving	
<u>3.3 Provides Feedback</u>	<u>5.1 Involves Students</u>
_____ Acknowledges participation	_____ Encourages participation
_____ Affirms correct responses	_____ Ensures equitable participation
_____ Gives information	_____ Establishes positive rapport
_____ Praises specific behavior	_____ Elicits responses
_____ Provides corrective action	_____ Encourages student sharing
_____ Makes recommendations	_____ Uses student ideas/responses
_____ Promotes thinking	_____ Seeks elaboration
	_____ Refers to other students
	_____ Engages students in knowledge/hypotheses
	_____ Varies roles in instructional process

Management			
Students Waiting	Students Off-Task	Disruptions	<u>Interventions</u> Dir Neg

Resources	Other _____	Predominant Activity(ies)
_____ Print _____ Auditory _____ Visual _____ Kinesthetic/Tactile _____ Olfactory _____ Realia/Models _____ Technology _____ Unrelated		_____ Presentation _____ Discussion _____ Practice _____ Review/Recitation _____ Groups _____ Assessment _____ Non-instructional _____ Management/Procedures _____ Visual/Technology _____ Other
	Other _____	

OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Educator's Name: _____

Evaluator's Name: _____

Date: _____

- Observation
- Oral Interview
- Written Interview Option

Interview Question Set

Line
Number

1.	
2.	
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ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

SUPERVISOR'S REVIEW FORM TEACHER SYSTEM

Teacher: _____

Date: ___/___/___
MM DD YY

Evaluator: _____

(Provide evaluator name only if different from the name on the ESR form)

This review form should be completed by the teacher's supervisor. The scores and justification from this instrument should be included as part of the total evaluation results.

Evaluators must refer to the complete list of indicators and definition items when completing the scores. *The definition items define each indicator and are used to formulate a response at the indicator level.* The results from the indicators should be reviewed to formulate an overall score for each competency area. In some instances, the indicator scores will need to be combined with information from other evaluation instruments when completing the Evaluation Summary Report. Procedures for combining these scores appear in the teacher evaluation manual. Explanation of every assigned score will be provided to the teacher.

The following scale should be used to determine the scores for each of the indicators and competency areas.

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area of Strength

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the areas(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

(over)



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

6.0 COMMUNICATION

6.2 Writes Clearly, Correctly, and Coherently

1-spells words correctly	1	2	3	4
2-uses correct grammar and mechanics	1	2	3	4
3-writes legibly	1	2	3	4
4-uses vocabulary and style appropriate to level of audience	1	2	3	4
5-organizes written information	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

8.1 Completes Job Requirements According to Established Timelines

1-completes assigned tasks on schedule	1	2	3	4
2-is punctual for school, classes, meetings, conferences, and other scheduled activities	1	2	3	4
3-adheres to local personnel policies and procedures (e.g., attendance, leave)	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

1- maintains accurate, up-to-date records, including student progress records	1	2	3	4
2-establishes procedures consistent with established policies, laws, and regulations	1	2	3	4
3-recommends actions in accordance with applicable laws, policies, and regulations	1	2	3	4
4-supports established laws, policies, and procedures when dealing with school personnel, students, & parents/guardians	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

1-treats confidential information about students, staff, and school affairs in a professional and ethical manner	1	2	3	4
2-demonstrates respect, interest, and consideration for those with whom he/she interacts	1	2	3	4
3-assists in school planning when requested	1	2	3	4
4-participates in collegial efforts without giving up individual rights to dissent or to work to effect change	1	2	3	4
5-handles contacts with parents/guardians in a professional, ethical manner	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

1-adjusts activities and schedules when necessary to accommodate other programs or activities	1	2	3	4
2-holds conferences at times mutually convenient to all participants	1	2	3	4
3-uses community resources to supplement program	1	2	3	4
4-encourages parents/guardians to participate in the school	1	2	3	4
5-participates in school-related, parent/guardian-directed meetings when appropriate	1	2	3	4
6-acts as an advocate for students	1	2	3	4
7-seeks outside help for students, as needed	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

EVALUATION SUMMARY REPORT TEACHER SYSTEM

Teacher: _____ **Social Security No:** _____ - _____ - _____
Evaluator: _____ **Social Security No:** _____ - _____ - _____
School System: _____ **School:** _____ **Date:** ____/____/____
Code No. Code No. M M D D Y Y

This evaluation summary form should be used to combine information from the various data collection instruments: Observations (OBs), Structured Interview (SI), Supervisor's Review Form (SRF), and Professional Development Plan (PDP). First, numerical scores from these instruments should be listed in blank space(s) by indicator. Second, the observation scores should be averaged to one decimal place; this average is then placed in the "Avg" column and will be considered as the indicator score for the observation. Third, this information should be reviewed to determine a competency score. Fourth, competency scores should be listed in the blank space designated for competency scores. Fifth, documentation is required on this report for each competency area.

The following scale should be used to determine indicator scores and the overall score for each competency area:

- | | |
|------------------------------------|--|
| 1 - Unsatisfactory | <i>Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.</i> |
| 2 - Needs Improvement | <i>Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.</i> |
| 3 - Area Of Strength | <i>Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.</i> |
| 4 - Demonstrates Excellence | <i>Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.</i> |

COMPETENCIES Indicators	Instruments						
	OBs				SI	SRF	PDP
	1	2	3	Avg			
1.0 PREPARATION FOR ORGANIZED INSTRUCTION							
1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives							
1.2 Identifies Various Instructional Strategies							
1.3 Prepares Instructional Resources for Use							

Competency Documentation:

COMPETENCY SCORE:	1	2	3	4
--------------------------	----------	----------	----------	----------

COMPETENCIES Indicators	Instruments						
	OBs				SI	SRF	PDP
	1	2	3	Avg			
2.0 PRESENTATION OF ORGANIZED INSTRUCTION							
2.1 Orients Student to the Lesson							
2.2 Gives Clear Directions							
2.3 Develops the Lesson							
2.4 Provides Practice and Summarization							
2.5 Demonstrates Knowledge of Subject Matter and Pedagogy							
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4						

COMPETENCIES Indicators	Instruments						
	OBs				SI	SRF	PDP
	1	2	3	Avg			
3.0 ASSESSMENT OF STUDENT PERFORMANCE							
3.1 Monitors Student Performance							
3.2 Measures Student Progress Systematically							
3.3 Provides Feedback About Student Performance							
3.4 Uses Assessment Results							
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4						

COMPETENCIES Indicators	Instruments						
	OBs				SI	SRF	PDP
	1	2	3	Avg			
4.0 CLASSROOM MANAGEMENT							
4.1 Manages Class Time							
4.2 Manages Student Behavior							
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4						

COMPETENCIES Indicators	Instruments							
	OBs				SI	SRF	PDP	
	1	2	3	Avg				
5.0 POSITIVE LEARNING CLIMATE								
5.1 Involves Students in Interaction								
5.2 Communicates High Expectations								
5.3 Expresses Positive Affect/Minimizes Negative Affect								
5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided								
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4			

COMPETENCIES Indicators	Instruments							
	OBs				SI	SRF	PDP	
	1	2	3	Avg				
6.0 COMMUNICATION								
6.1 Speaks Clearly, Correctly, and Coherently								
6.2 Writes Clearly, Correctly, and Coherently								
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4			

The Professional Development and Leadership section below reports activities undertaken and completed for an evaluation cycle. For *non-tenured* personnel, the cycle is *annual*; for *tenured* personnel, the cycle may be *annual, two years, or three years* depending on the option of the local school system. The activities are those undertaken for specific definition items as shown on the Professional Development Plan. Dependent upon the objectives and activities, the same definition item may be addressed more than once.

**Indicator 7.1 Definition Items
Addressed in PDP**

	PDP Score			
	1	2	3	4

**Indicator 7.2 Definition Items
Addressed in PDP**

	PDP Score			
	1	2	3	4

COMPETENCIES Indicators	Instruments							
	OBs				SI	SRF	PDP	
	1	2	3	Avg				
7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP								
7.1 Improves Professional Knowledge and Skills								
7.2 Takes a Leadership Role in Improving Education								
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4			

COMPETENCIES Indicators	Instruments						
	OBs				SI	SRF	PDP
	1	2	3	Avg			
8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES							
8.1 Completes Job Requirements According to Established Timelines							
8.2 Adheres to Written Local /State Board Policies and Federal Laws/Regulations							
8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians							
8.4 Promotes Cooperation with Parents/Guardians and Between School and Community							
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4		

Mark no more than three Competencies and a limited number of Indicators identified for the focus of a Professional Development Plan for the next school year(s):

COMPETENCY	1	2	3	4	5	6	7	8
Indicator								
1								
2								
3								
4								
5								

Complete this section only if the local education agency has a local Board of Education approved summative evaluation component:

Composite Competency Score (summative purposes only, which requires local board approval):

Total of all competency scores

Teacher has met summative performance standard: Yes No

Teacher's Signature: _____ Evaluator's Signature: _____

Other Data Collectors' Signature: _____

NOTE: Signature indicates that information from other instruments has been shared and evaluation results have been discussed.

PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

PROFESSIONAL DEVELOPMENT PLAN

SCHOOL YEAR: 20__ - 20__

EDUCATOR: _____ POSITION: _____ EVALUATOR: _____ DATE: _____

DIRECTIONS: This plan should be developed from the educator's evaluation results and should also address student achievement goals unless evaluation scores are mostly 1's or 2's. Since this form has space for only two areas identified for improvement, you will need to make copies of this form for additional areas identified. Personal/Professional goals may be included but after addressing needs relating to the competencies/indicators and student achievement. List areas identified for the focus of a Professional Development Plan for the next school year/cycle.

AREA NUMBERS	PROFESSIONAL DEVELOPMENT RELATED GOALS/OBJECTIVES	PROPOSED ACTIVITIES	TIME LINE	ASSESSMENT METHOD(S)	PROGRESS CHECK DATES																																		
					1	2	3																																
Competency Area: Indicator(s):																																							
END OF PDP CYCLE ASSESSMENT AND BENEFITS					<p><i>In the "Activity" column, the evaluator should check the definition item(s) which the evaluator address. In the "Year" columns, the evaluator should record the score for each of the checked activities. For annual, full evaluation only the first year column will be used. The remaining columns, used for educators on a multi-year evaluation cycle, are for scoring activities which are completed during the second or third year.</i></p>																																		
<div style="border: 1px dashed black; padding: 5px;"> Evaluator Comments </div>					<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th colspan="2" style="text-align: left;">PROFESSIONAL DEVELOPMENT AND LEADERSHIP COMPETENCY</th> <th colspan="2" style="text-align: left;">7.1 Improves Prof. Knowledge</th> </tr> <tr> <th style="width: 10%;">Activity</th> <th style="width: 10%;">Year</th> <th colspan="2" style="width: 80%;">Definition Item</th> </tr> <tr> <td></td> <td style="text-align: center;">1 2 3</td> <td colspan="2"></td> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></td> <td colspan="2">Participates in prof. org.</td> </tr> <tr> <td><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></td> <td colspan="2">Participates in/attends prof. dev. program/conf.</td> </tr> <tr> <td><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></td> <td colspan="2">Participates in prof. dev. to improve job performance</td> </tr> <tr> <td><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></td> <td colspan="2">Takes formal coursework</td> </tr> <tr> <td><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></td> <td colspan="2">Uses ideas to improve tch.</td> </tr> </tbody> </table>			PROFESSIONAL DEVELOPMENT AND LEADERSHIP COMPETENCY		7.1 Improves Prof. Knowledge		Activity	Year	Definition Item			1 2 3			<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Participates in prof. org.		<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Participates in/attends prof. dev. program/conf.		<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Participates in prof. dev. to improve job performance		<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Takes formal coursework		<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Uses ideas to improve tch.	
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* All non-tenured and tenured personnel must develop a Professional Development Plan annually. (Attach additional sheets if more space is needed.) (over)

