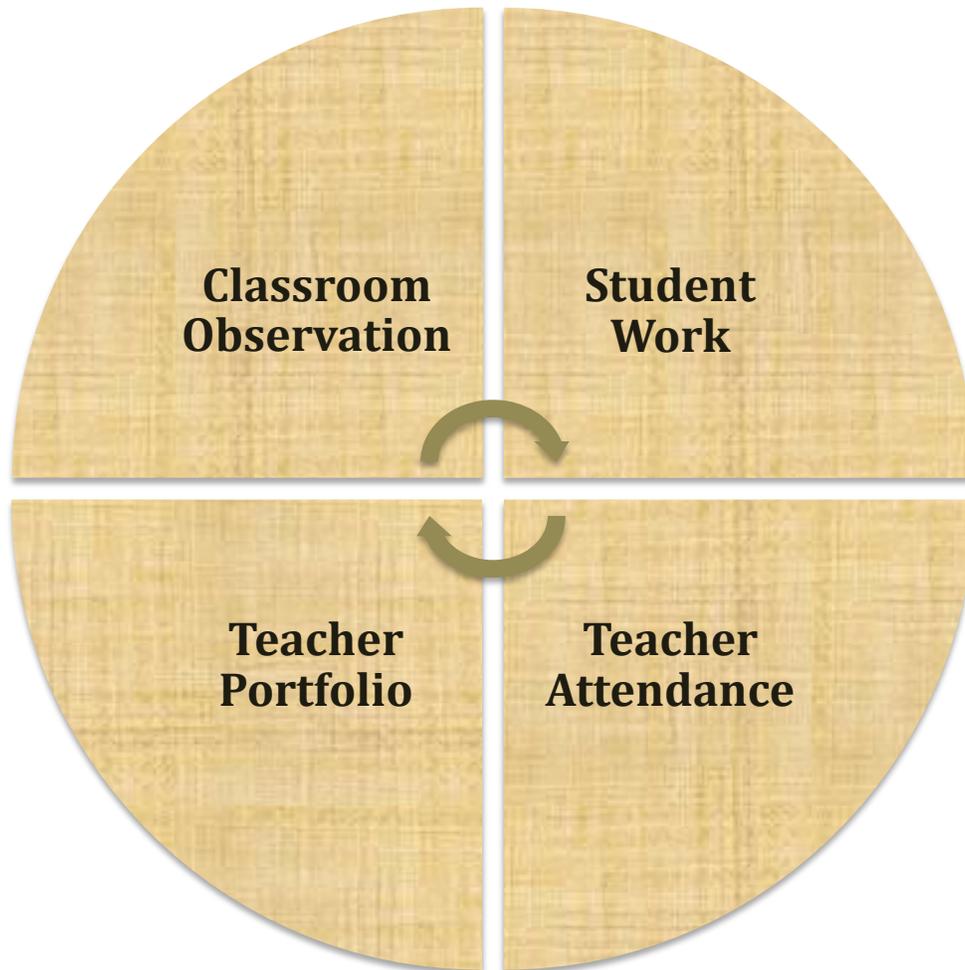




American Samoa Department of Education Teacher Performance Evaluation System Guide



**Professional Performance Review for the Improvement
of Teaching in America Samoa**

**Teacher Quality Office
May 2015**

American Samoa Department of Education Teacher Performance Evaluation Guide

Based on: The American Samoa Teacher Evaluation multi-Source System (2009)
Charlotte Danielson's Framework for Teaching (2012)
Center for Research on Education, Diversity, and Excellence (CREDE)
Standards for Effective Pedagogy (2000)
Marzano Teacher Evaluation Model (2013)
Interstate Teacher Assessment and Support Consortium (InTASC) Model
Core Teaching Standards (2011)

Director of the American Samoa Department of Education
Vaitinasa Dr. Salu Hunkin-Finau

Deputy Director of Instructional Support Services
Mr. Philo Jennings

Deputy Director of Instructional Services
Ms. Fa'auifono Vaitautolu

Deputy Director of Finance
Mr. Russell Aab

Assistant Director of Teacher Quality
Ms. Diana S. Ameperosa

Program Director of Teacher Evaluation
Ms. Teresita S. Almendras



© Copyright 2015 American Samoa Department of Education



Hon. Lolo M. Moliga
*Governor, American Samoa
Government*

Hon. Lemanu P. Mauga
*Lt. Governor, American Samoa
Government*

Dr. Vaitinasa S. Hunkin-Finau
Director of Education

DEPARTMENT OF EDUCATION
Pago Pago, American Samoa
Ph: (684) 633-5237; Fax (684)
633-4240

Mr. Philo Jennings
Deputy Director, ISS
Ms. Fa'auifono Vaitautolu
Deputy Director, IS
Mr. Russell Aab
Deputy Director, Adm.

MESSAGE

What students do and who they become in life are the real testimonies of whether their teachers have prepared them well. For what is learned is due to a large part on how it was taught.

While students are indeed the true evaluators of our teaching, they may not always be in a position to say how or why they have become who they have become. Thus, the real question about our performance is answered by those of us in the profession, the teachers and educators.

Committed teachers and administrators should willingly submit themselves to frequent self-assessment to answer the question, "*Did we make a difference in the lives of all our students?*" Was our classroom performance congruent with the standards set by our educational system?

It is for this reason that we have developed and implemented our Professional Performance Review for the Improvement of Teaching in American Samoa. I am delighted to inform all that this year we have completed our **Teacher Performance Evaluation System Guide**. Much work, dedication, and expertise have been put into this project, and I thank everyone who has been involved.

I am happy and proud to endorse its implementation, and am confident that we have an effective instrument for the evaluation of our work. As with any evaluation tool, the TPES Guide will become better over time with consistent implementation and continuous review for improvement.

As a great man once said, "*For all that has been, THANKS. For all that will be, YES.*"

Vaitinasa Dr. Salu Hunkin-Finau
Director of Education

Table of Contents

Acknowledgements	1
Description of the American Samoa Department of Education Teaching Corp	3
Teacher Performance Evaluation System Overview	10
Background and Development	10
System Design Values and Theoretical Underpinnings	11
Teachers are Professionals	11
The TPES is Both Formative and Summative	12
What Does Effective Teaching/Teachers Look Like in American Samoa?	12
Structure of the TPES	15
Teacher Performance Ratings	15
Teacher Performance Evaluation System Process	16
Suggested Timetable and Implementation Activities	17
Components of the Teacher Performance Evaluation System	17
Component 1. Student Work Samples	18
Component 2. Teacher Professional Portfolio	23
Component 3. Teacher Attendance	27
Component 4. Classroom Observation Evaluation	28
Calculating the Overall System with Weighted Scores	33
Appendix	36
Student Work Samples Rating Form	37
Teacher Professional Portfolio Rating Form	38
Teacher Attendance Rating Form	39
Classroom Observation Evaluation Rating Form and Rubrics	40
Consolidated American Samoa Department of Education Teacher Performance Evaluation System Form	55
References	56

Acknowledgements

Denise L. Uehara, PhD, Evaluation Consultant

Vaitinasa Dr. Salu Hunkin-Finau, Director of Education

Philo Jennings, Deputy Director, Instructional Support Services

Fa'auifono Vaitautolu, Deputy Director, Instructional Services

Russell Aab, Deputy Director, Finance

Early Childhood Education Division

Elementary Division

Secondary Division

Special Education Division

Office of Curriculum and Instruction

Vocational Education Division

School Division Leaders

Elementary and Secondary School Principals and Vice Principals

ASDOE Pilot Schools:

Alofau Elementary School

Fitiuta Elementary School

Leone Midkiff Elementary School

Matafao Elementary School

Olomoana Elementary School

Fagaitua High School

Nu'uuli Vocational Technical High School

Tafuna High School

WorldTeach American Samoa

Special Recognition:

Jocelyn T. Siologa, former Teacher Evaluation Program Director,
Teacher Quality Office

Teacher Evaluation Team (TET)

Angela A. Amata, Early Childhood Education Division
Dottie A. Tuisamatatele, Secondary Division
Frances Leau, Special Education Division
Heidi Uele, Vocational Education Division
John Maiava, Office of Curriculum and Instruction
Pisa Tialavea, Office of Curriculum and Instruction
Puleai F. Aloese, Elementary Division
Sheri V. Ta'ase, Office of Testing, Evaluation and Accountability
Shirlene Tapua'i, Integrated Data Services
Suli S. Sopoaga, Community Services Division
Teresita S. Almendras, Teacher Quality Office
Tupulua Bone Ta'ase, Information Technology Division
Usoalii Fai'ai, Jr, Community Services Division

Former Members of the Teacher Evaluation Team

Abraham Le'i, Integrated Data Services
Meritiana F. Savea, Teacher Quality Office

Teacher Quality Office

Diana S. Ameperosa, Assistant Director
Evelyn Lili'o-Satele
Mataese Samuelu, EdD
Teresita S. Almendras
Tui F. Peau
Alexander Fuata
Jubilee F. Lafao-Apulu
Carl W. Filiaga
Gaseolela'i Pselio
Jessica Fuimaono
Palesitina Taufi
Vaialofi Malae

Description of the American Samoa Department of Education Teaching Corp

*“To prepare all students of American Samoa
to be ready for college, career, and life.”*

As with any local, state, or national education department, one of many goals is to facilitate the well-being of its students; to position youth to compete in the global economy. The American Samoa Department of Education (ASDOE) is no different. With a concerted effort to improve all aspects of our education system beginning with a Strategic School Improvement Plan initiated in 2012, we identified eight areas of focus: 1) Common Core Initiative 2) School Evaluation 3) Teacher Evaluation 4) Teacher Certification 5) Technology 6) Parent & Community 7) Assessment 8) College and Career Readiness. Area number three, Teacher Evaluation speaks to a sincere valuing of our teachers.

The American Samoa Department of Education is comprised of 22 ECE (or early childhood education) centers, 22 elementary schools, and 6 high schools. The education department serves over 15,531 students in grades K-12, early childhood education and special education programs (ASDOE Webpage, <http://www.doe.as/>, accessed May 2015). The following is a breakdown of the ASDOE Teaching Corp. (All data reported were extracted from the Certification/Re-Classification Database, Teacher Evaluation Database (SCOC Database), Professional Development Database, and Praxis Database. [Dated March 20, 2015]).

Table 1. Teacher Counts by Division

Division	Counts
ECE	79
ELEMENTARY	444
SECONDARY	231
SpEd	172
WORLD TEACH	25
TOTAL	951

Figure 1. Percent of Teachers in the ASDOE by Division

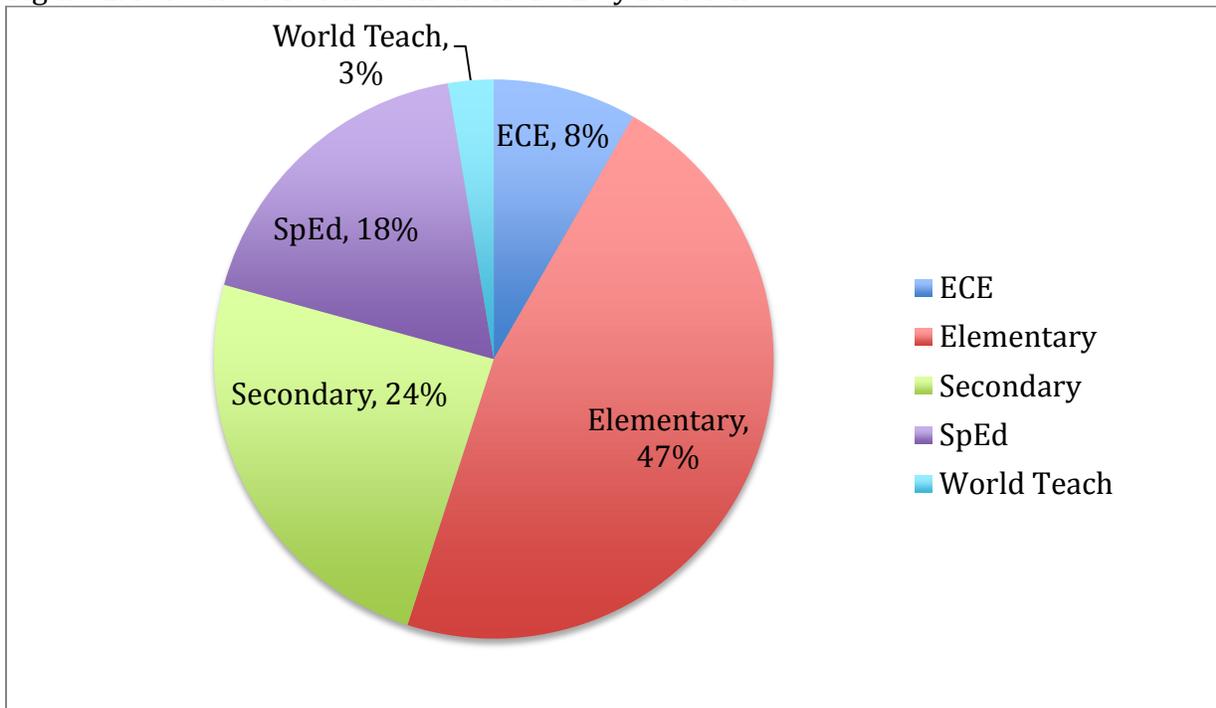
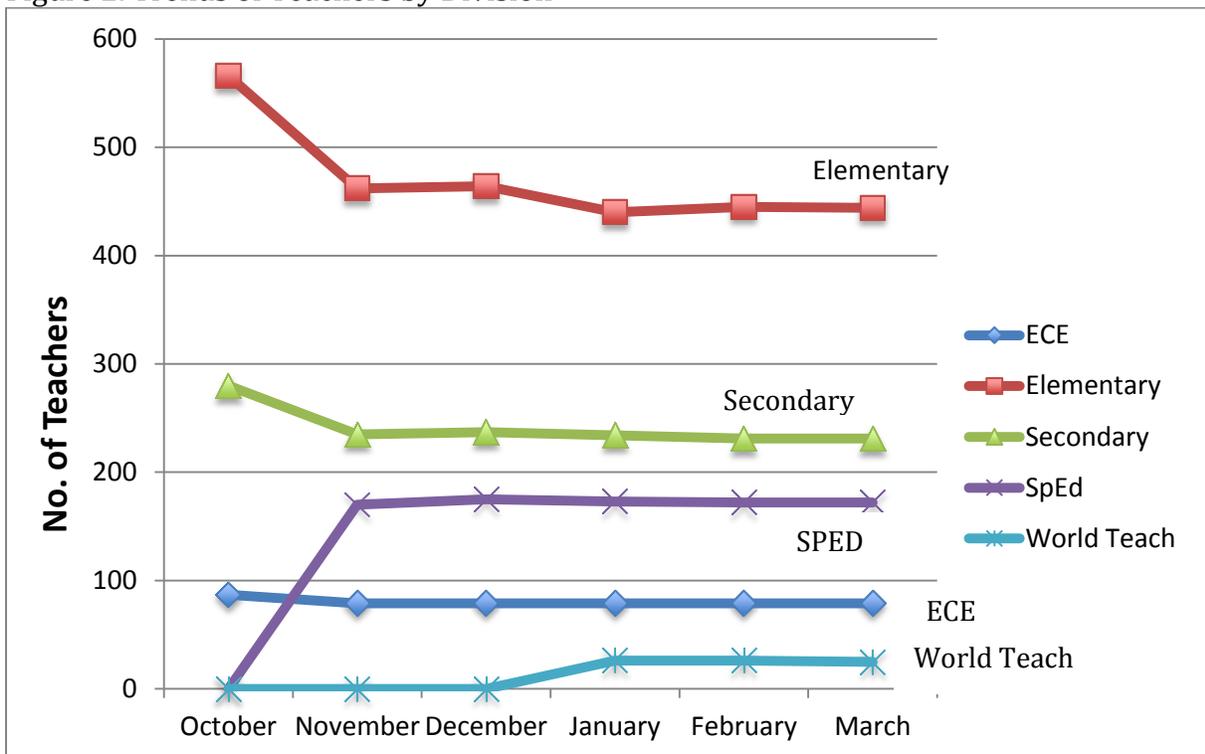


Figure 2. Trends of Teachers by Division



(Note: SpEd = 0 teachers in October. SpEd teachers were reported together with ECE, Elementary, and Secondary. We separated SpEd teachers starting November 2014).

Table 2. Teacher Certification by Types

Certification	Counts
TEMPORARY	332
PROVISIONAL	442
PTC I	111
PTC II	43
PTC III	16
PTC IV	2
NOT CERTIFIED	2
TOTAL	951

Figure 3. Percent of Teachers by Types of Certification

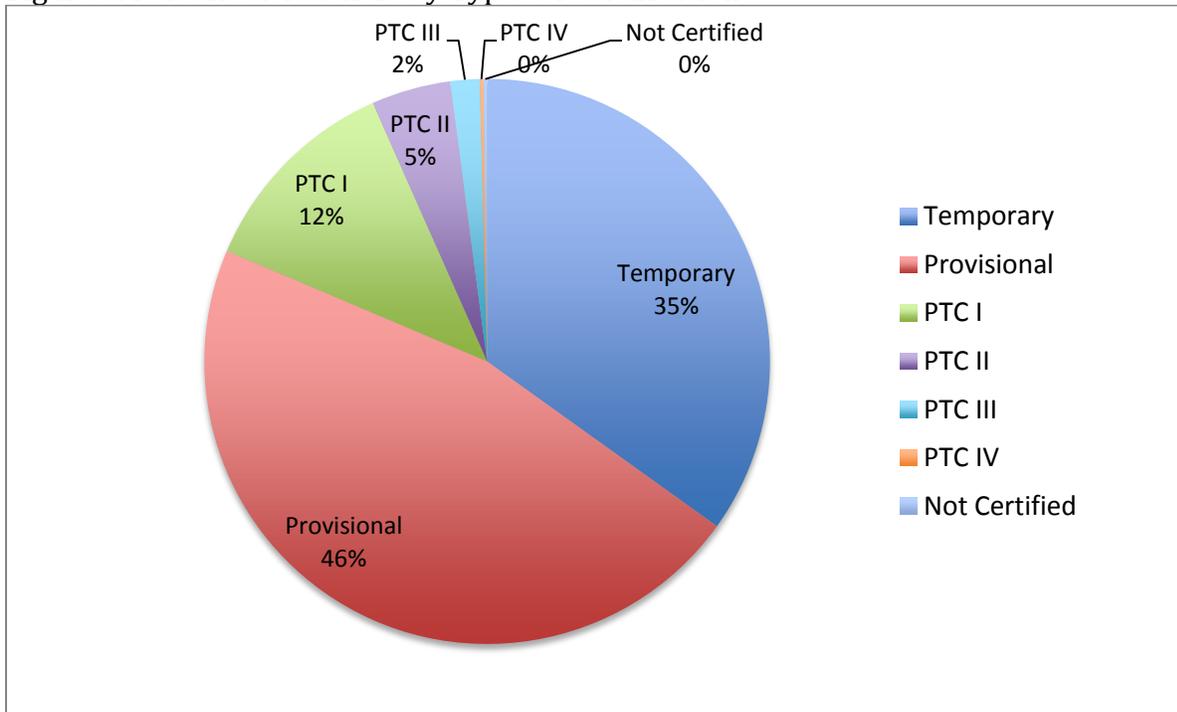


Figure 4. Trends of Certified Teachers by Types

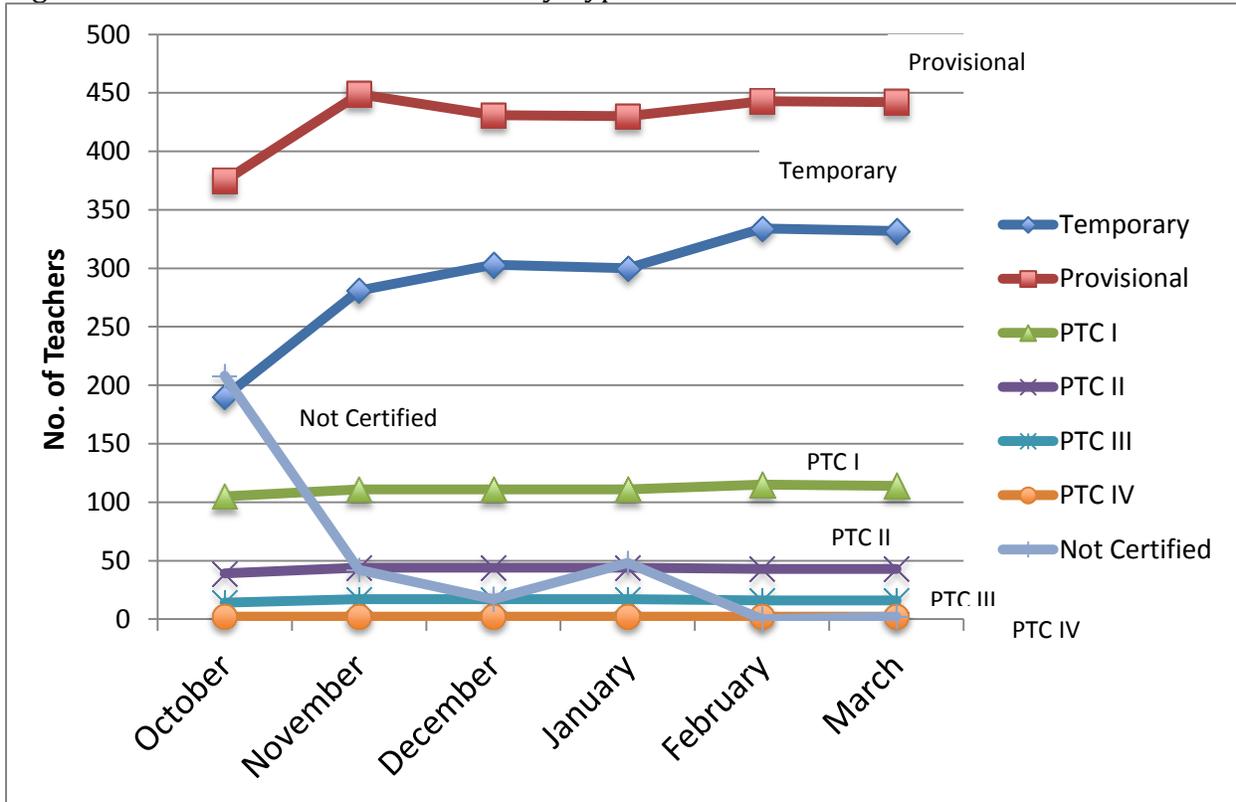


Table 3. Count of Teachers by Highest Degree Earned

Degree	Counts
PH.D	2
MASTER	145
BACHELOR	382
ASSOCIATE	301
DIPLOMA/CERTIFICATE/LICENSE	8
LESS THAN ASSOCIATE	113
TOTAL	951

Figure 5. Percent of Teachers by Highest Degree Earned

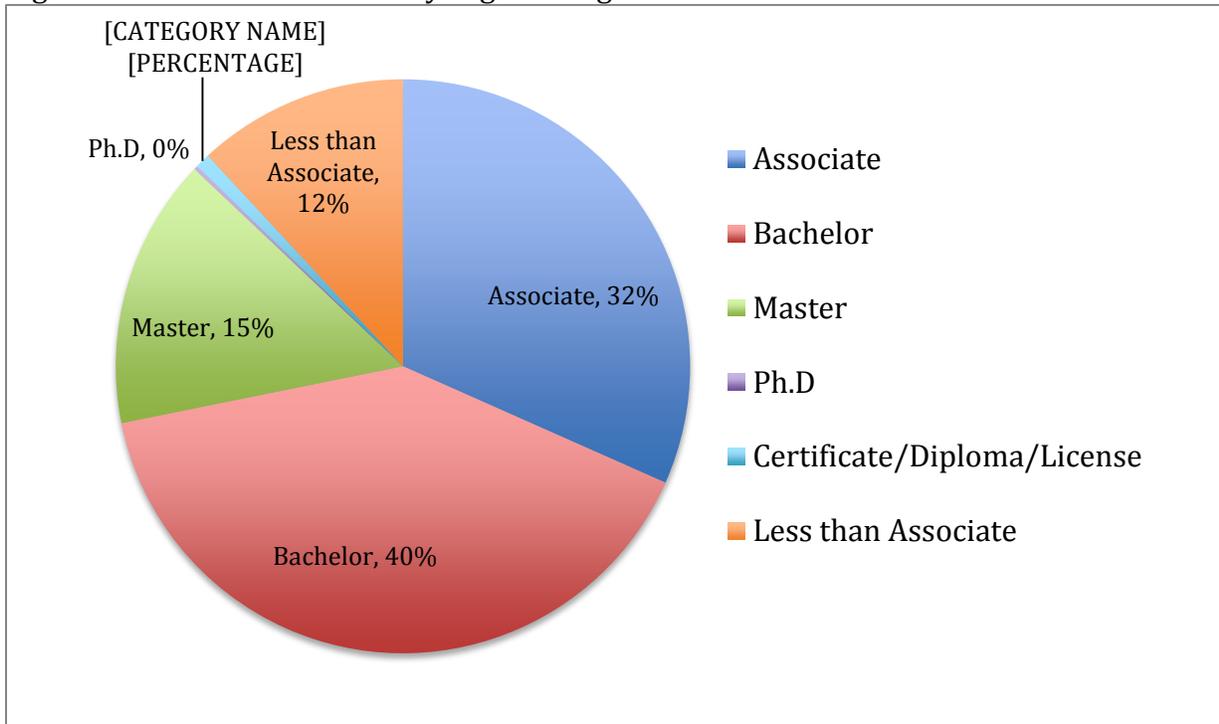


Figure 6. Trends of Teachers by Highest Degree Earned

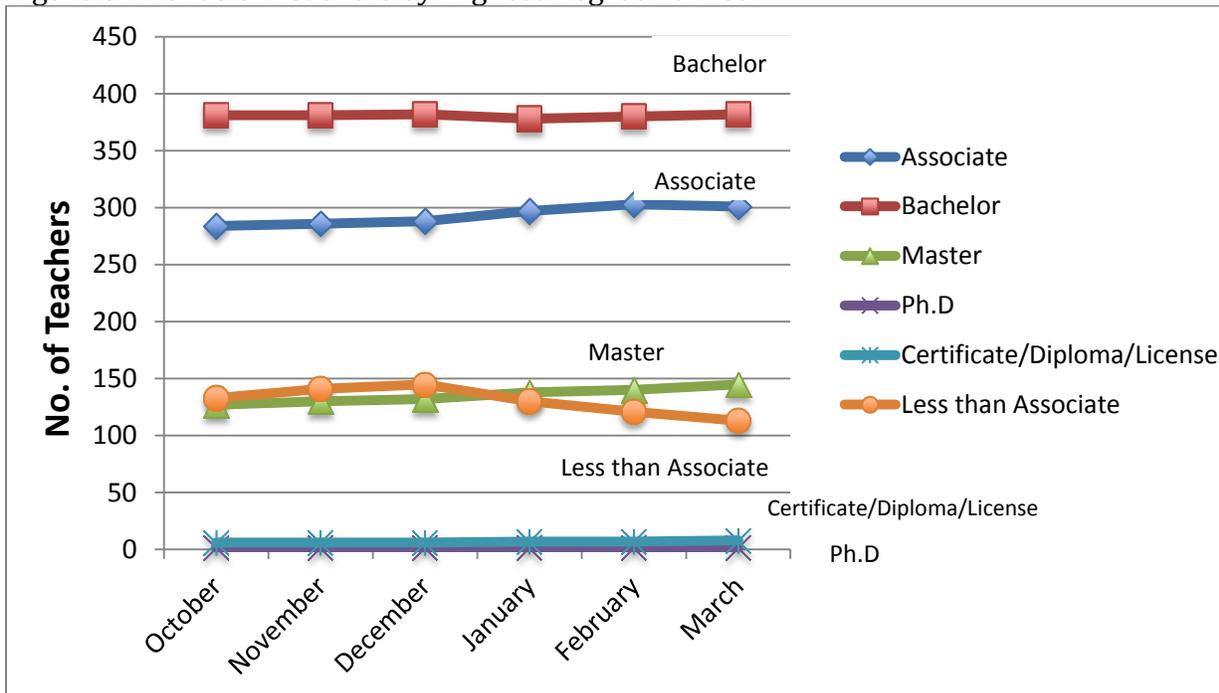


Table 4. Praxis I Counts

Praxis Status	Counts
PASSED	170
DID NOT PASS	545
NO RECORD	236
TOTAL	951

Figure 7. Percent of Teachers who Passed Praxis I

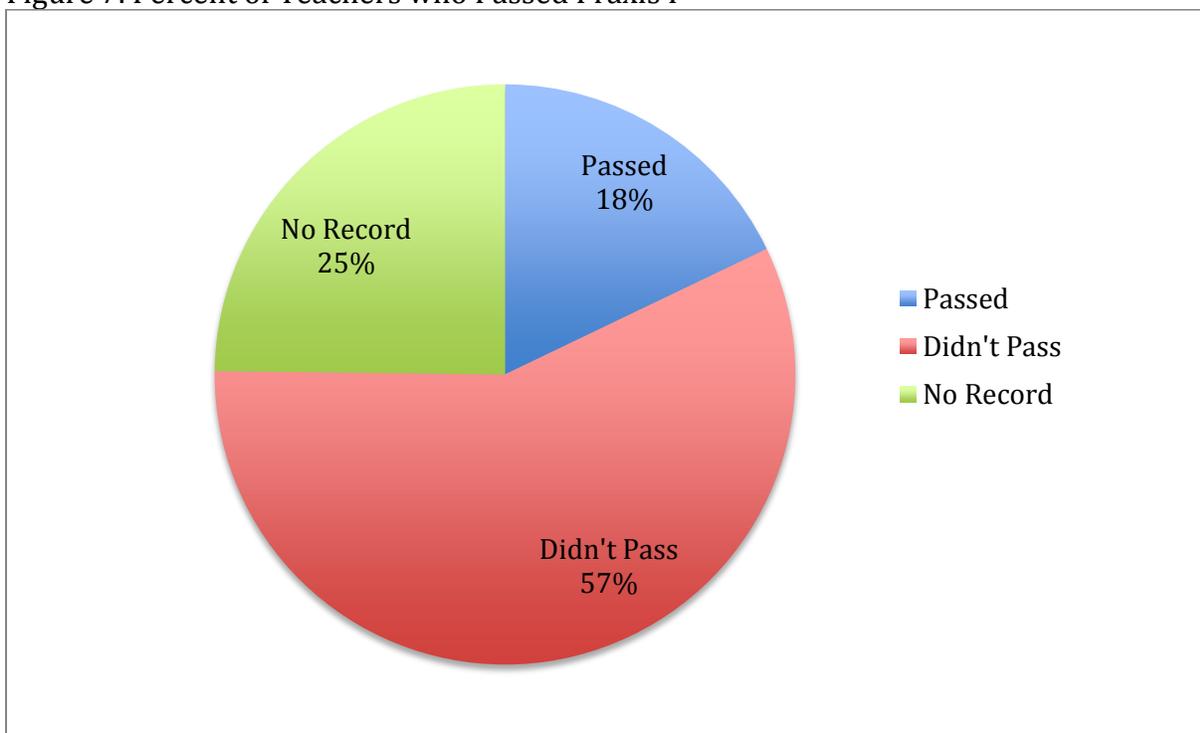


Figure 8. Trends of Teachers Passing Praxis I

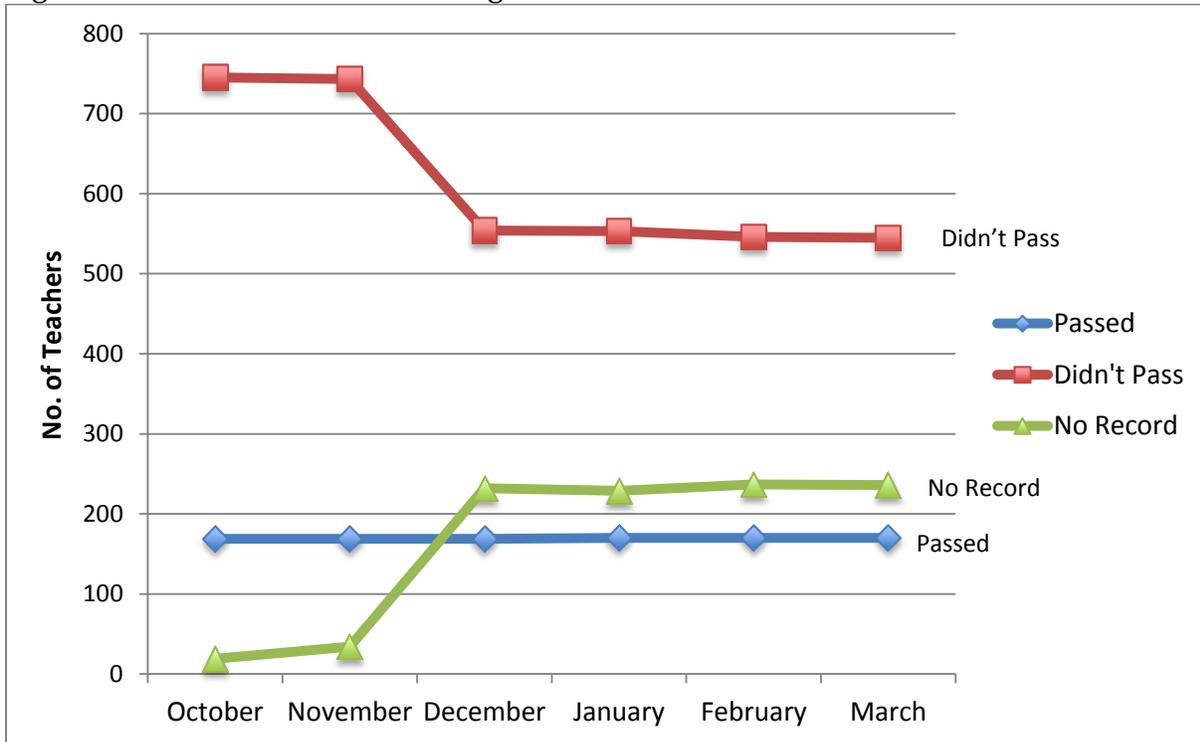


Table 5. Number of Teachers Completing Induction by Month

Month	Count
AUGUST	11
SEPTEMBER	21
OCTOBER	7
NOVEMBER	23
DECEMBER	0
JANUARY	2
FEBRUARY	29
MARCH	0
TOTAL	93

Thank you to Mr. Alexander Fuata for compiling and creating the tables, charts and graphs and to all of the ASDOE staff who regularly input and/or submit data on a regular basis.

Teacher Performance Evaluation System Overview

Background and Development

The Teacher Performance Evaluation System (TPES) replaces the American Samoa Teacher Evaluation multi-Source System (AS-TESS) [2009]. The comprehensive TPES will better evaluate the performance of teachers in American Samoa Department of Education (ASDOE). The TPES was developed over a course of twenty-four months including two semesters of pilot testing its components. First introduced at the July 2013 ASDOE Leadership Academy, participants were provided program evaluation results of the AS-TESS as an overall system. The program evaluation included analyzing and reporting on available data from the AS-TESS, satisfaction and usability surveys of teachers and principals and conversations with members of the 2013 Teacher Evaluation Strategic Plan Committee. The AS-TESS data revealed a consistent decline in implementing the overall system as noted by the number of schools submitting their evaluations to the Teacher Quality (TQ) Office. Furthermore, the available data that were analyzed illustrated a concern for validity and reliability. Most of the evaluation system sources were not completed or submitted by district schools; the classroom observation source did not appear to be implemented with fidelity; and a majority of responses about the AS-TESS described a cumbersome system that did not seem to have a format for providing feedback to teachers and principals.

Following the ASDOE Leadership Academy, the TQ Office made a concerted effort to revise the teacher evaluation system through a conscientious collaborative approach. TQ Office leadership pulled together a Teacher Evaluation Team (TET) for the specific purpose of revising, refining and developing a comprehensive teacher performance evaluation system. Members of the TET included representation from every division within the ASDOE. This collaboration has been integral to the development of the TPES, its training elements and implementation. Their efforts have supported the development of a system that puts STUDENTS FIRST. By highlighting students as the priority, this system promotes conversation between instructional leaders and teachers, and offers well-defined direction on how to improve the performance of teachers. In response to the AS-TESS evaluation findings, this current system includes four components rather than eight. Each component is weighted appropriately with individual component calculations contributing to an overall score.

System Design Values and Theoretical Underpinnings

The TPES is grounded in explicitly discriminating between effective and ineffective teachers where the system assists in developing a highly skilled teacher workforce in American Samoa. As research has consistently shown, a highly skilled teacher in the classroom impacts student learning. The TPES provides information that acknowledges the complexity of teaching and is designed to promote growth within a comprehensive system that can be consistently implemented. The TPES will provide information that recognizes the complexity of teaching and builds trust by both teachers and administrators and other stakeholders.

Given the cultural and linguistic context of American Samoa, the TPES recognizes that the influence of the language of instruction on academic outcomes for English language learners is critical. Teachers must use the most effective strategies to accelerate student learning and maximize instructional time (Moughamian, Rivera, & Francis, 2009). Marzano (2012) points out failings of past efforts of developing and implementing teacher evaluation systems: (1) Teacher evaluation systems have not accurately measured teacher quality because they do not do a good job of discriminating between effective and ineffective teachers; and (2) teacher evaluation systems have not assisted in developing a highly skilled teacher workforce. The TPES is designed to respond to past failings.

Teachers are Professionals

Evaluation systems that provide professionals fair, transparent, comprehensive and reliable feedback promote improvement and motivation for high performance. The TPES includes several integrated measures to inform teachers about their overall performance while safeguarding against personal judgments that may be based on emotion, relationships, hierarchy or other non-empirical measures.

The TPES is Both Formative and Summative

Formative Teacher Evaluation

The ASDOE values its professionals and in so doing, the system provides useful and constructive feedback to support the development of teachers. The TPES is designed to measure teacher practice and provide information that will inform professional development activities. The system will also provide information about teacher strengths and challenges, and will be used to reward identified exemplary teachers and support improved practices for those identified as struggling. By identifying and rewarding teachers who are identified as exemplary, the system promotes capacity building and ensures sustainability through mentorships, professional learning communities, coaching, co- or pair teaching and other strategies.

Summative Teacher Evaluation

The TPES also provides a measure of the overall teaching workforce in American Samoa as well as individual schools, districts and levels. Across the ASDOE, leadership will be able to describe their teaching professionals according to high standards of practice, similar to other professions. This accountability ensures the public (e.g. village, district, territory) that these professionals know and understand the components of successful teaching.

What Does an Effective Teacher Look Like in American Samoa?

During the summer of 2014, the TET and school administrators were asked to create a list of their experiences, understanding, perceptions and definitions of effective teaching and/or effective teachers. The TET used this list as a foundation to generate the components, standards and indicators of the TPES.

AN EFFECTIVE TEACHER IN AMERICAN SAMOA

Professional

- Arrives Properly Dressed when Appropriate
- Arrives On Time Ready to Teach
- Commits to the Profession/Is Honest
- Inspires Others
- Demonstrates Creativity

Healthy-Physically, Mentally, Emotionally, Spiritually

- Is Able to Move Around in the Classroom to Assess/Monitor/Participate/Engage
- Attends Work Consistently
- Is Able to Contain Personal Issues

Plans and Prepares

- Consistently Creates Lesson Plans
- Asks for Peer/Supervisor Review of Plans
- Includes Lesson Minutes Accounted for throughout Time Period
- Has a Logical Flow of Standards-Objectives-Activities-Assessment-Homework
- Uses/Follows a Template for Consistency (e.g. Bloom's Taxonomy)

Team Player

- Collaborates with Colleagues (e.g. Planning Lessons/Activities Together)
- Builds Professional Learning Communities (PLCs)

Self-Reflective Practitioner

- Welcomes and Invites Observation/Evaluation for PD
- Is Interested in Professional Growth
- Continues Education
- Recognizes Teaching Challenges and Seeks More Information for Improvement

Consistent Communication with Parents/Family/Care Giver

- Provides Space on Bulletin Board
- Keeps a Log or Journal of Contacts
- Uses Parent Connect Website
- Continues to Build Relationships

Creates a Safe and Caring Environment

- Uses Positive Discipline-Words that Build Self-Esteem
- Keeps Effective Use of Time Out
- Sets Up Classroom Rules Worded Positively (e.g. "Use Your Walking Feet VS. No Running")
- Develops Peer Ownership of the Environment/Classroom
- Organizes Classroom – Cleanliness

- Designs Seating Arrangement that Allows for Easy Access to Resources and Exit
- Labels Pictures/Words/Items to Promote Safety
- Develops Procedures of the Class-Transitions/Routines/Traffic Patterns

Resourceful

- Makes use of Technology/Library/Textbooks/Environment/Games
- Stays Updated on Practices/Strategies
- Employs Creative Reinforcement Strategies (e.g. Student of the Week; Best Speller)
- Relates to Child Needs

Focused Instruction

- Is Constantly Assessing/Checking for Understanding
- Uses Data to Plan
- Gives Meaningful Feedback

Motivator in the Classroom

- Sets the Mood or Tone of Classroom
- Uses Appropriate Voice
- Shares Expectations of Students from the Beginning
- Uses Positive Reinforcement Appropriately

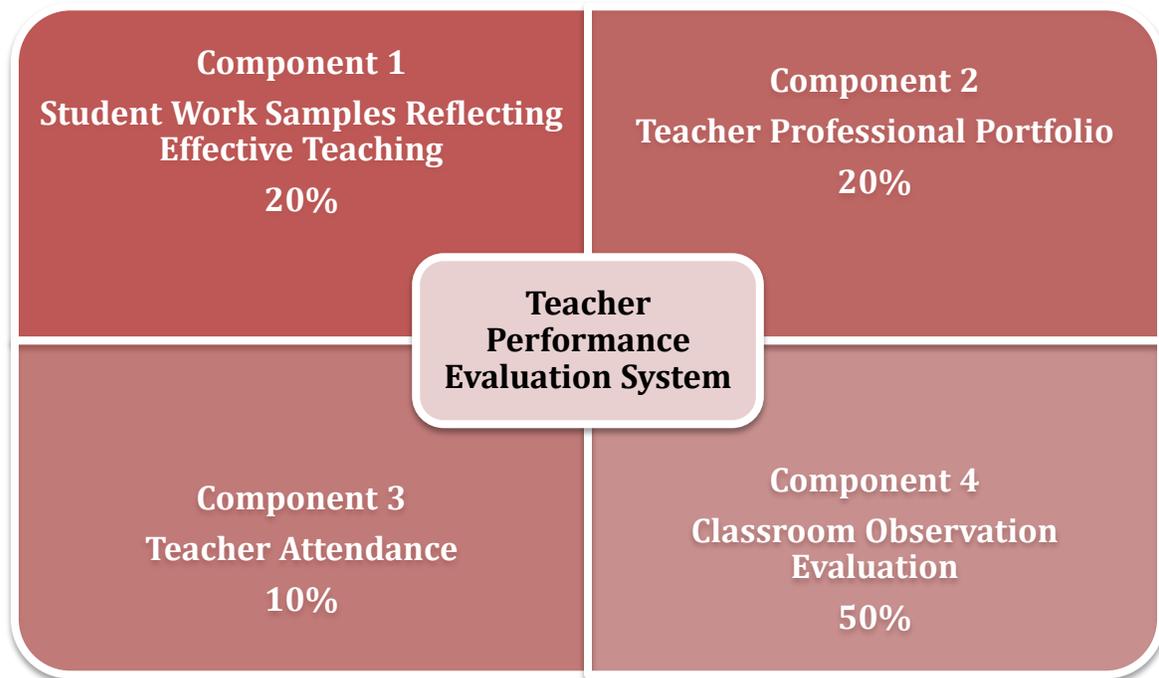
Language Strategies

- Uses Age Appropriate Terminology
- Breaks Down Terminology for Student Understanding – Further Defines/Clarifies
- Provides Visuals such as Compare and Contrast (Concept)
- Labels Pictures/Words/Items to Promote Language Development

Knowledgeable about Content and Pedagogy

- Implements Purposeful Activities Linked to Benchmarks and Standards
- Keeps Charts, Visuals, Alphabet Table at Eye Level and Visible
- Makes Connections to Prior Knowledge
- Engages Students in Real-Life Experiences
- Facilitates Great Interaction with/between Students
- Provides Meaningful Responses
- Builds on Student Understanding – Elaborates
- Differentiates Instruction
- Modifies Tasks/Assessments
- Accounts for Range of Diverse Students (SPED, GT)
- Applies Multiple Strategies of Assessment (i.e. Multiple Choice; Open Ended Qs; Matching; Essays)
- Uses Rubrics
- Uses a Variety of Teaching Strategies (e.g. Cooperative Groups; Pairs; Child Initiated Activities)
- Links Content to Career Readiness

Structure of the TPES



Teacher Performance Ratings

The five-rating performance scale is designed to support the development of teachers by providing opportunity for improvement. The middle value labeled “Adequate” represents the minimal acceptable competency rating of a teacher in American Samoa. The following describes each performance rating:

Highly Effective – Performance far exceeds expectations consistently and the quality of work as demonstrated in all four components of the TPES is superior.

Effective – Performance exceeds expectations consistently and the quality of work as demonstrated in all four components of the TPES is very good.

Adequate – Performance meets expectations consistently and the quality of work as demonstrated in all four components of the TPES is good.

Emerging – Performance often does not meet expectations, or is inconsistent and the quality of work as demonstrated in all four components of the TPES is often poor.

Needs Work – Performance consistently does not meet expectations and the quality of work as demonstrated in all four components of the TPES is extremely poor.

The following composite points rating chart is the final calculated score that is comprised of all four components of the Teacher Performance Evaluation System.

TEACHER EVALUATION OVERALL TOTAL POINTS RATING SCALE				
Highly Effective	Effective	Adequate	Emerging	Needs work
80-100	60-79	40-59	20-39	1-19

Teacher Performance Evaluation System Process

Teacher evaluations will be conducted two times a school year:

- First Semester towards the end of the semester
- Second Semester towards the end of the semester

All teachers will be evaluated including beginning, mid-career and veteran as well as all subject areas.

Teachers will be informed about the timing of the evaluation system prior to the beginning of the school year. This allows teachers to create or refine their respective professional portfolios, including: updating resumes, obtaining letters of recommendations/commendations, requesting professional development artifacts (e.g. sign-in sheets, certificate of attendance, verification from workshop facilitator or division personnel). Teachers will also be informed about the two observations, expectations regarding student work samples and the inclusion of teacher attendance as a component of the TPES.

Suggested Timetable and Implementation Activities

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Teachers informed & provided orientation			Implement 4 components of TPES Access IDS for attendance records			Prep for 2 nd TPES		Implement 4 components of TPES Access IDS for attendance records		
Teacher creates/refines TPP										
Teacher update examples of Student Work										
Administrator Re-Fresher						Administrator Re-Fresher				
					Teachers identified on COE as 1 or 2 may be informally observed using SCOC					
Administrators input TPES data or submit to TQ										
				Administrators review results				Administrators review results		
					Administrators identify PD needs				Administrators identify PD needs	

June	July
Review overall data	Provide PD
Identify PD needs	Re-calibrate COE/Re-Fresher

Components of the Teacher Performance Evaluation System

The Teacher Performance Evaluation System consists of four comprehensive and integrated components designed to identify teacher strengths and challenges. The TET determined the four components to be critical factors that contribute to a teacher's effectiveness.

Component 1. Student Work Samples (SWS) – Evidence of Growth in Knowledge and Skills as a Result of Teacher and Teaching = 20%

- Definition: “Student work refers to all of the assignments, products, and projects that students complete to demonstrate what they have learned” (Hidden Curriculum, 2014, para 1) and achieved.
- This is not an evaluation of student work but rather, an indicator of student learning as a result of teaching practices.

“Student work could include research papers, essays, lab results, presentations, tests, videos, and portfolios, among many other potential products” (Hidden Curriculum, 2014, para 1). Student work should include teacher feedback or commentary that is detailed, accurate and provides students with instruction on how to improve.

Process: Coincides with the Classroom Observation Evaluation component. Teacher should prepare for this component by displaying student work that is easily accessible and in view during the evaluation. Classrooms should include instructional bulletin boards as well as boards that provide examples of students on-going skill progression as a result of teacher commentary and targeted feedback.

Protocol: Prior to conducting the Classroom Observation Evaluation, the evaluator/administrator uses the Student Work Sample Rating form and spends 10-15 minutes walking through the classroom to assess the following evidence as displayed:

- ✓ Capstone Project – Research paper; thesis; artwork portfolio; presentation; video
- ✓ Essays or Writing Samples
- ✓ Worksheets
- ✓ Tests – Teacher developed; standardized; textbook; computer-delivered
- ✓ Quizzes
- ✓ Portfolios of Student Work – Shows progress toward mastery based on feedback
- ✓ Notebooks

Use the rating form to note comments or questions about the artifact. Highlight specific artifacts that are exemplary or need evaluative feedback for improvement.

Evidence of student work with teacher commentary is measured against a minimum of 6 mandatory artifacts. Each of the 6 artifacts are evaluated using a 3 point rating scale (0-2) with descriptors for each rating. The following is the rating form rubrics. Reproducible rating forms are in the Appendix.

0	1	2
<p>Very Little/No Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning</p>	<p>Some or Not Clear Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning</p>	<p>A Great Deal or Clear Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning</p>

A **total score** is calculated using the ratings from all six artifacts. Because this component is weighted and the total possible points for the TPES is 100, the total points received for the SWS component are divided by 12. A sample form with mock scores is provided on page 21.

Evidence of Teaching Practices as Reflected in Student Work. The following are examples of student work that reflect teaching practices to support student learning:

- Artifact indicates Standards-based instruction that is meaningful and purposeful
- Tests show academic growth and understanding of specific skills or concepts
- Students papers or writing samples show academic growth or mastery of understanding and skills
- Students use teacher commentary/feedback to revise their work
- Teachers utilize visual displays as an instructional tool to show work that meets the standards and students refer to these displays
- Students use rubrics and benchmarks to self-assess and determine next step
- Students can articulate the standard/task on which they are working

Examples of Effective Teacher Commentary. The following are examples of teacher commentary that provide students with information to move them to the next level or towards mastery:

- Standard/benchmark or task/activity identified
- Rubric used to assess the task
- Expectations: Does not Meet/Meets/Exceeds
- Language of the Standards – Addresses the students' quality of work
- Steps for further improvement
- Opportunity for student to re-do task
- Opportunity for student to assess their own work

Teacher Performance Evaluation
Student Work Reflecting Learning and Teaching – SAMPLE FORM with MOCK SCORES

Teacher _____ School _____ Grade Level _____
 Date of Evaluation _____ Evaluator _____ **TOTAL Possible Points = 12 Points**

Rating	0	1	2
Artifacts – Formal and informal tools such as written observations, surveys, rubrics, task charts, self-reflections, teacher-student conferences, IEP or learning plans Threshold = 6 Artifacts to Rate	Very Little/No Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning	Some or Not Clear Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning	A Great Deal or Clear Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning
1. Capstone or Major Project			
2. Writing Samples			2
3. Worksheets			2
4. Tests			2
5. Quizzes			2
6. Notebooks			2
7. Portfolios			2
8. Other:			
SUBTOTAL			12
TOTAL/12	12/12 = 1	1 X 20 (Weight)	= 20

For the purpose of providing an overall component average, the total points received may be divided by 6. This calculation differs from the calculation used to derive the overall score used in the weighted calculation.

A component score reflects the average rating out of all 6 artifacts scored. For example, if a teacher receives a total of 10 points overall across 6 artifacts the average rating = 1.7 or 2 (round up). This is NOT the same score that is used to calculate the overall TPES score. Individual component ratings can be used as a quick reference when providing feedback to a teacher or can be used to illustrate a grade level's average for this component. The following rating scale may be used to determine a teacher's Component 1 average score.

STUDENT WORK REFLECTING LEARNING AND TEACHING RATING SCALE		
Exemplary	Proficient	Needs Work
2	1	0

Component 2. Teacher Professional Portfolio (TPP) – A Vehicle for Presenting Evidence of Teacher Growth and Achievement = 20%

- Definition: A careful record of specific accomplishments (Creating a Professional Portfolio, 2014, para 1).

Process: Prior to a formal classroom observation evaluation (ranging from one to two weeks), the administrator requests from the teacher who will be observed, his/her TPP.

Protocol: Spend 30 minutes reading through and reviewing the portfolio. Use the rating form to note comments or questions about the artifact. Highlight specific artifacts that are exemplary or need evaluative feedback for improvement. The teacher is provided the following list of required items included in the portfolio:

- ✓ Background Information
 - Resume (Includes credentials that can be cross checked with Teacher Quality)
 - Background information on teacher and teaching context (Includes subject area; grade level; additional information that supplements the resume)
 - Educational philosophy and teaching goals (1-3 page limit)
- ✓ Teaching Artifacts and Reflections Documenting an Extended Teaching Activity
 - Overview of unit goals and an instructional plan including list of resources used in unit (Can be taken from lesson plan)
 - Two consecutive lesson plans
 - Reflective commentary by the teacher about the lesson
 - Additional units/lessons as appropriate
- ✓ Professional Information
 - List of professional activities – Must include evidence of attendance (e.g. signature of administrator or presenter/facilitator; certificate;
 - Letters of recommendation
 - Certificates, credits or recognition of participation in professional development/trainings/workshops/classes
 - Formal and informal evaluations

The evaluator/administrator uses the Protocol as a guide when reviewing the portfolio.

Portfolio Item Descriptions to be Used with Protocol and Inform Ratings.

- Resume – Clearly presented with appropriate font and font size. Free from spelling or grammatical errors. Well organized with information/experience related to the profession and does not appear “padded.” Key indicators are easily identified with credentials, trainings and educational preparation listed.
- Background Information – Current subject and grade level. Number of students in class and characteristics of students. Noted accommodations if needed for particular students. Assistant or aide or parent in the classroom.
- Educational Philosophy – Well written, concise and clearly organized. Defines the individual’s beliefs about teaching and learning, why, and how it is implemented in the classroom. Free from grammatical and spelling errors.
- Lesson Plans (Use TQ criteria) – Identified lesson goal; measures to assess student learning; includes standards and benchmarks; specific performance objectives; feedback format; rubric provided by COE.
- Reflective Commentary – Why did teacher select learning goal(s)? What data sources did the teacher use to determine that this goal was appropriate for students? Positive and challenging activities of the lesson. Identification of elements of teaching philosophy in the lesson/activities.
- Additional Units/Lessons – Other subject areas that demonstrate a firm grasp of the content, pedagogy and assessment. Lesson plans should be similar in detail to the 2 consecutive lesson plans. May also include a re-teach of a lesson.
- List of Professional Activities – Clearly presented, organized and well written. Relevant to the profession and demonstrates continuing professional development and growth (NCTM, AFT, etc.)
- Letters of Recommendation/Commendation – Relevant to the profession. Does not appear “generic” or template. Evidence that the writer knows the teacher and has had professional interactions.
- Formal/Informal Evaluations – Previous evaluations (AS-TESS, SCOC, other); administrator walk through-with feedback; peer observations; student teaching; ASCC courses; etc.

The portfolio is measured against 10 mandatory items. Each of the 10 items is evaluated using a 3-point rating scale (0-2) with descriptors for each rating. The following is the rating form rubrics. Reproducible rating forms are in the Appendix.

0	1	2
The item is not in the portfolio	The item is in the portfolio and contains information that demonstrates some evidence of a teacher’s professionalism	The item is in the portfolio and contains information that demonstrates strong evidence of a teacher’s professionalism

A **total score** is calculated using the ratings from all ten artifacts. Because this component is weighted and the total possible points for the TPES is 100, the total points received for the TPP component are divided by 20. A sample form with mock scores is provided on page 26.

Teacher Performance Evaluation
Teacher Professional Portfolio – SAMPLE FORM with MOCK SCORES

Teacher _____ School _____ Grade Level _____
 Date of Evaluation _____ Evaluator _____ **TOTAL Points Possible = 20**

Rating	0	1	2
Item Threshold = 10	The item is not in the portfolio	The item is in the portfolio and contains information that demonstrates some evidence of a teacher's professionalism	The item is in the portfolio and contains information that demonstrates strong evidence of a teacher's professionalism
1. Resume		1	
2. Background Information-Teacher/Classroom		1	
3. Educational Philosophy		1	
4. Overview of Unit/Semester Goals – Related to 2 LP		1	
5. Two Consecutive Lesson Plans			2
6. Reflective Commentary by Teacher-1 of 2 above LPs			2
7. Additional Units/Lessons as Appropriate			2
8. List of Professional Activities		1	
9. Letters of Recommendation	0		
10. Formal/Informal Evaluations	0		
SUBTOTAL	0	5	6
TOTAL/20	11/20 = .55	.55 X 20 (Weight)	= 11

For the purpose of providing an overall component average, the total points received are divided by 10. This calculation differs from the calculation used to derive the overall score used in the weighted calculation.

A component score reflects the average rating out of all 10 artifacts scored. For example, if a teacher receives a total of 15 points overall across 10 artifacts the average rating = 1.5 or 2 (round up). This is NOT the same score that is used to calculate the overall TPES score. Individual component ratings can be used as a quick reference when providing feedback to a teacher or can be used to illustrate a grade level’s average for this component. The following rating scale may be used to determine a teacher’s Component 1 average score.

TEACHER PROFESSIONAL PORTFOLIO RATING SCALE		
Exemplary	Proficient	Needs Work
2	1	0

Component 3. Teacher Attendance – Evidence of Professional Commitment = 10%

Chronic absenteeism has been shown to affect student achievement. Stability as reflected by regular attendance is one factor that students need to succeed. “No matter how qualified, creative and good of a teacher they are, if they're not there, they're not going to have that positive impact that they should.” (Waymack, 2014).

- Definition: 10 month employees, especially classroom teachers, shall not be absent from work more than 5 working days a semester or a total of 10 excused and unexcused absence from work a year (ASDOE Personnel Policy Handbook, 2014, p. 13).
- Rating – Based on the Handbook, the rating scale allows for reasonable and allowable absences while appropriate attention is given towards attendance to address this simple area of teacher effectiveness.

Process: Access records of attendance at the school level via IDS – Print Out Report to be used to rate semester attendance at the time of teacher evaluation.

Protocol: Teacher attendance is evaluated every semester. The 2nd semester count includes the 1st semester counts. For example if in the 1st semester, a teacher’s attendance records indicate 5 absences, the review at the 2nd semester includes the previous 5 recorded absences plus the recorded absences in the 2nd semester. This cumulative count of absences aligns with the ASDOE policy allowing for a total of 10 absences per school year. The official report from IDS is used to determine a teacher’s rating using the scale below:

TEACHER ATTENDANCE RATING SCALE				
5	4	3	2	1
0-1 absence	2-4 absences	5 absences	6-9 absences	10+ absences

Component 4. Classroom Observation Evaluation (COE) – Indicator of effective teaching practices in authentic settings that impact student learning = 50%

The Classroom Observation Evaluation provides teachers an opportunity to receive constructive feedback aimed at improving instructional quality and teaching effectiveness. This feedback is critical in the ongoing development of educators that informs practice to facilitate student learning.

The observation is intended for both formative and summative uses to support and develop new and novice teachers while recognizing and rewarding exemplary teachers.

Formative COE: For the COE to be effective and meaningful, observations and submissions must be timely. This includes either inputting the information into the electronic system within one week of the observation OR submitting the hardcopy COE form to the Teacher Quality Office. Timely submission affords timely analysis allowing for identifying areas of professional development

Summative COE: As a summative tool, the COE measures overall teaching across a grade level, school or district. It also provides a method to distinguish exemplary performers from those who are proficient.

Teacher Performance Standards. The COE is comprised of five observable performance standards with 20 indicators that are rated using a five point rubric system (Appendix X). The following are the standards:

Standard I. Planning and Preparing

Standard II. Content Knowledge, Skills and Language of the Discipline

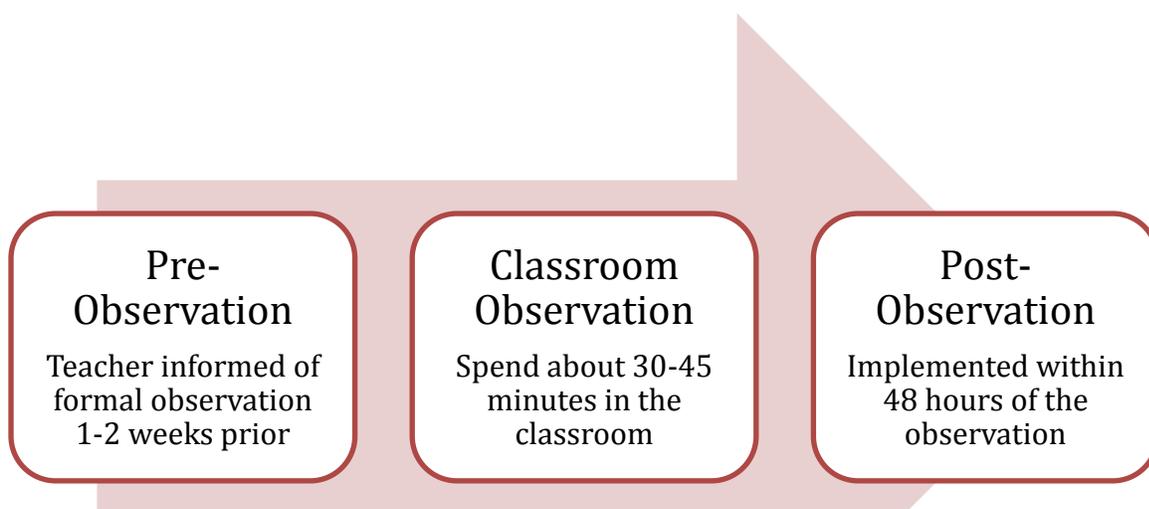
Standard III. Pedagogy

Standard IV. Language and Learning

Standard V. Assessment – Formative and Summative

Process: Formal observations using the COE are conducted two times per school year. Classroom teachers at all levels (Novice/Mid-Level/Veteran) will be evaluated using the COE. Teachers will be notified at the beginning of each school year that formal observations will occur between October and December in the first semester and between January and between March and May for the second semester. Specific dates of the formal observation will not be announced but teachers will have ample time to “prepare” for the observation knowing that they may be observed within the three month window. Furthermore, the TPP process informs the teacher at least one to two weeks in advance of the formal observation. This announced/unannounced format allows for teachers to be observed in authentic settings and offering an opportunity for the evaluator to see the TPP and SWS within the context of the classroom.

Protocol: Explicit activities need to occur prior, during and after the COE. The activities are outlined below.



Each step in the COE process must be conducted by the same observer. Observers must be trained to use the COE to the standards defined by the Teacher Quality Office. Below is the framework for the COE responsibilities and implementation activities.

PRE-OBSERVATION	CLASSROOM OBSERVATION	POST-OBSERVATION (within 48 hours)
<ol style="list-style-type: none"> 1. Contact the teacher 1 to 2 weeks in advance to “schedule” the observation. 2. Review the Classroom Observation Evaluation form and Rubrics—Teacher Performance Standards, Indicators and Rating Scale. 3. Familiarize yourself with the Rubric distinctions for each rating for each indicator. 4. Pre-fill information in the blanks at the top of the form (e.g., teacher, date, school, grade, evaluator’s name) to save time and prevent forgetting this valuable information. 	<ol style="list-style-type: none"> 1. Write the rating (5, 4, 3, 2, 1) that corresponds to the appropriate scale level. Keep in mind the strategy of beginning at the “Proficient” level (3), then either going up/down the scale depending on your observation of the indicator. 2. Observe the classroom as a whole, such as noticing bulletin boards, walls, chalkboards, book shelves, learning centers, available technology, etc. 3. As needed and appropriate, interact briefly with students to seek clarification or additional information on specific items on the form. Do not cause distractions. 4. Focus on the teacher as s/he teaches and delivers both whole group and small group interactions 5. Note the behaviors as you observe them. Adjust your rating as needed throughout the observation. 6. Refer to the rubrics to solidify ratings. 7. Do not spend too much time looking for evidence of each individual indicator. 8. Ensure that every indicator has a rating—do not leave any items blank. (If you don’t see the indicator, rate it 1 and note it in the COMMENTS box.) 9. Use the Highlights/Challenges boxes to jot down notes that can serve as reminders of powerful practices and opportunities for improvements, as well as for recording evidence you observed that led to your ratings. 10. Before you leave the room, provide a note for the teacher informing him/her of the post-observation discussion and materials to bring to the discussion. 	<ol style="list-style-type: none"> 1. Give the teacher a copy of the evaluation as soon as possible, to adequately prepare him/her for the post-observation discussion. 2. Provide a general overview of your observation, soliciting feedback from the teacher. 3. Share the observation highlights. 4. Share the observation challenges/areas for improvement. 5. Check to ensure the form is completely filled out, including the signatures of the teacher and evaluator(s). 6. If the teacher refuses to sign the form, provide explanation in the COMMENTS box (on the form). 7. Submit the original Classroom Observation Evaluation form to the Office of Teacher Quality. A copy of the form needs to be given to the teacher and another copy provided for your file.

The Total Points Rating Scale provides a composite score of a Classroom Observation Evaluation. The Total Points Rating Scale should be used as a guide to inform administrators about the quality of teaching in their school. The Total Points displays the extent to which the overall Teacher Performance Standards are enacted in the classroom. It also provides a baseline rating for teachers, administrators and the TQ Division to categorize performance at the most broadest levels.

CLASSROOM OBSERVATION TOTAL POINTS RATING SCALE				
Exemplary	Highly Proficient	Proficient	Approaching Proficiency	Needs work
91-100	80-90	60-79	30-59	1-29

Calculating the Overall System with Weighted Scores.

Sample Calculation

STEP 1. Determine the TOTAL score for <u>each</u> component:	
Sample Component 1 total score = 12	If Perfect: Component 1 Total = 12
Sample Component 2 total score = 11	If Perfect Component 2 Total = 20
Sample Component 3 total score = 5	If Perfect Component 3 Total = 5
Sample Component 4 total score = 65	If Perfect Component 4 Total = 100
STEP 2. Divide the TOTAL score with the number of TOTAL possible points for <u>each</u> component to determine a component rating:	
Sample Component 1: $12/12 = 1$	If Perfect: Component 1 Rating = 1
Sample Component 2: $11/20 = .55$	If Perfect Component 2 Rating = 1
Sample Component 3: $5/5 = 1$	If Perfect Component 3 Rating = 1
Sample Component 4: $65/100 = .65$	If Perfect Component 4 Rating = 1
STEP 3. Multiply <u>each</u> component rating with the weighted number:	
Sample Component 1: $1 \times 20 = 20$	If Perfect: Component 1 Rating = 20
Sample Component 2: $.55 \times 20 = 11$	If Perfect Component 2 Rating = 20
Sample Component 3: $1 \times 10 = 10$	If Perfect Component 3 Rating = 10
Sample Component 4: $.65 \times 50 = 32.50$	If Perfect Component 4 Rating = 50
STEP 4. Add all four from STEP 3:	
Sample: $20 + 11 + 10 + 32.50 = 71.50 = 72$	If Perfect: $20+20+10+50 = 100$

TEACHER PERFORMANCE EVALUATION SYSTEM OVERALL TOTAL POINTS RATING SCALE				
Highly Effective	Effective	Adequate	Emerging	Needs work
80-100	60-79	40-59	20-39	1-19

Process: Complete consolidated form: Component scores and overall rating. Discuss with teacher after TPES calculations reported on form. Administrator can categorize data and identify PD areas. Obtain signature of teacher and date of discussion. If teacher refuses to sign, please note in the comments box. Principal signature and date.

Protocol: 3 copies of (signed) TPES Form

1 copy to Teacher

1 copy to TQ – Accessible to different appropriate divisions

1 copy to Principal

A sample form with mock scores is provided on the next page.

Copy to TQ
 Copy to Teacher ___
 Copy to Principal ___

**Consolidated American Samoa Department of Education Teacher
 Performance Evaluation System Form – SAMPLE FORM with Mock Scores
 Refer to page 33 for sample scores and calculations**

Teacher Evaluated: _____ School: _____
 Principal: _____ Date of Submission to Teacher Quality: _____
 Date of Submission to Teacher: _____

Component	Component Score	Component Rating	Weighted Score
Component 1 – Student Work Samples	12	1	20
Component 2 – Teacher Professional Portfolio	11	.55	11
Component 3 – Teacher Attendance	5	1	10
Component 4 – Classroom Observation Evaluation	65	.65	32.50+
Teacher Performance Evaluation System Overall Score (add weighted scores)			72

TPES Overall Score: **72**

Check the corresponding rating based on the calculated total overall weighted score derived above. See page 33.

TEACHER PERFORMANCE EVALUATION SYSTEM OVERALL TOTAL POINTS RATING SCALE				
Highly Effective	Effective	Adequate	Emerging	Needs work
<input type="checkbox"/> 80-100	<input checked="" type="checkbox"/> 60-79	<input type="checkbox"/> 40-59	<input type="checkbox"/> 20-39	<input type="checkbox"/> 1-19

 Signature of Teacher/Date

 Signature of Principal/Date

Teacher Comments:

Principal Comments:

Appendix

Reproducible Forms used in the TPES

Component 1 – Student Work Samples Rating Form

Component 2 – Teacher Professional Portfolio Rating Form

Component 3 – Teacher Attendance Rating Form

Component 4 – Classroom Observation Evaluation Rating Form and Rubrics

Consolidated American Samoa Department of Education Teacher Performance Evaluation System Form

**Teacher Performance Evaluation
Student Work Reflecting Learning and Teaching**

Teacher _____ School _____ Grade Level _____
Date of Evaluation _____ Evaluator _____ **TOTAL Possible Points = 12**

Rating	0	1	2
Artifacts – Formal and informal tools such as written observations, surveys, rubrics, task charts, self-reflections, teacher-student conferences, IEP or learning plans Threshold = 6 Artifacts to Rate	Very Little/No Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning	Some or Not Clear Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning	A Great Deal or Clear Evidence that the artifact is grade level appropriate; demonstrates effective feedback; documents progress towards mastery; and conveys a wide range of student learning
1. Capstone or Major Project			
2. Writing Samples			
3. Worksheets			
4. Tests			
5. Quizzes			
6. Notebooks			
7. Portfolios			
8. Other:			
SUBTOTAL			
TOTAL/12	___/12 = ___	___ X 20 (Weight)	=

Teacher Performance Evaluation Teacher Professional Portfolio

Teacher _____ School _____ Grade Level _____
 Date of Evaluation _____ Evaluator _____ **TOTAL Possible Points = 20**

Rating	0	1	2
Item Threshold = 10	The item is not in the portfolio	The item is in the portfolio and contains information that demonstrates some evidence of a teacher's professionalism	The item is in the portfolio and contains information that demonstrates strong evidence of a teacher's professionalism
1. Resume			
2. Background Information-Teacher/Classroom			
3. Educational Philosophy			
4. Overview of Unit/Semester Goals – Related to 2 LP			
5. Two Consecutive Lesson Plans			
6. Reflective Commentary by Teacher-1 of 2 above LPs			
7. Additional Units/Lessons as Appropriate			
8. List of Professional Activities			
9. Letters of Recommendation			
10. Formal/Informal Evaluations			
SUBTOTAL			
TOTAL/20	___ /20 = ___	___ X 20 (Weight)	= ___

**Teacher Performance Evaluation
Teacher Attendance**

Teacher _____ School _____ Grade Level _____

Date of Evaluation/IDS Review _____ Evaluator _____

- First Semester Attendance Review
- Second Semester Attendance Review

Place a ✓ in the appropriate box that corresponds to the number of days absent based from the official report from IDS.

TEACHER ATTENDANCE RATING SCALE				
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
0-1 absence	2-4 absences	5 absences	6-9 absences	10+ absences

TPES – Classroom Observation Evaluation

Teacher _____ School _____ Grade Level _____
 Subject Observed _____ Date of Observation _____
 Time Start _____ Time End _____ Observer _____

TEACHER PERFORMANCE STANDARDS	RATING SCALE				
	5 Exemplary	4 Highly Proficient	3 Proficient	2 Approaching Proficiency	1 Needs work
	INDICATORS				
I. Planning and Preparing	1. The lesson plan is complete and visibly available in the classroom.				
	2. The lesson plan is grade appropriate.				
	3. The lesson plan addresses a standard/benchmark.				
II. Content Knowledge, Skills and Language of the Discipline	4. The teacher clearly defines content/learning/concept development objectives.				
	5. The teacher clearly defines language of the discipline objectives.				
	6. The teacher links lesson to unit linked to standard/benchmark/goal/objective.				
	7. The teacher provides clear explanation/demonstration of the content/concept.				
	8. The teacher demonstrates resourcefulness in applying skills, knowledge and experience to select and use a wide range of available resources (people, environment, technology, books—including textbooks) to support content learning and practical skill development.				
III. Pedagogy	9. The teacher uses multiple strategies to support learning (e.g., inquiry – based learning, dual language learning, cooperative learning, instructional learning, direct instruction, manipulatives, technology).				
	10. The teacher designs activities for extended interactions and engagement.				
	11. The teacher checks for understanding.				
	12. The teacher creates a safe and caring learning environment.				
	13. The teacher teaches students how to be independently resourceful.				
IV. Language & Learning	14. The teacher uses language learning strategies (bilingual and/or ELL/dual language) when appropriate in ways that promote language and learning.				
V. Assessment Formative & Summative	15. The teacher clarifies learning expectations.				
	16. The teacher observes and listens for evidence of learning.				
	17. The teacher uses evidence of student learning to adjust the lesson.				
	18. The teacher provides feedback to students about their learning and how they can improve.				
	19. The teacher measures student learning at the end of a time period or unit.				
	20. The teacher maintains current records that clearly reflect student progress.				

 Teacher's Signature/Date

 Evaluator's Signature/Date

Comment:

NOTES/EVIDENCE:

I: Planning and Preparing

II: Content Knowledge, Skills and Language of the Discipline

III: Pedagogy

IV: Language and Learning

V: Assessment – Formative and Summative

HIGHLIGHTS:

CHALLENGES:

TEACHER PERFORMANCE STANDARDS
Rubrics for Rating

RATING SCALE				
5 Exemplary	4 Highly Proficient	3 Proficient	2 Approaching Proficiency	1 Needs work

STANDARD I. PLANNING AND PREPARING

Indicator 1. The lesson plan is complete and visibly available in the classroom.

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The lesson plan is readily available, placed conspicuously on the teacher’s desk or other area in the classroom.</p> <p>The lesson plan includes all required components (e.g. lesson goals/objectives; grade level standards; materials to be used; activity description; format of instruction; time blocks; assessment methods) written in a legible and organized manner.</p>	<p>The lesson plan is readily available, placed conspicuously on the teacher’s desk or other area in the classroom.</p> <p>The lesson plan includes some required components (e.g. lesson goals/objectives; grade level standards; materials to be used; activity description; format of instruction; time blocks; assessment methods) written in a legible and organized manner.</p>	<p>The lesson plan is not visible or provided and could not be reviewed by the rater.</p> <p>The lesson plan includes none or very little of required components (e.g. lesson goals/objectives; grade level standards; materials to be used; activity description; format of instruction; time blocks; assessment methods) written in a legible and organized manner.</p>		

Indicator 2. The lesson plan is grade appropriate

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The lesson plan reflects multiple or detailed activities, well defined standards and benchmarks that are appropriate for the grade level and accounts for diverse learners.</p> <p>Activities are planned within the allotted time frame with flexibility and include opportunities to gain deep understanding of the content.</p> <p>The lesson plan includes long range planning.</p> <p>SPED: This includes Individual Education Plan (IEP) consistent modifications to the lesson.</p>	<p>The lesson plan reflects activities, standards and benchmarks that are appropriate for the grade level.</p> <p>Activities are planned within the allotted time frame and include opportunities to gain understanding of the content.</p> <p>SPED: This includes Individual Education Plan (IEP) modifications to the lesson.</p>	<p><i>If the lesson plan is not available for review then this indicator is rated 1. (Please note this in the comment section)</i></p> <p>The lesson plan does not reflect activities, standards and benchmarks that are appropriate for the grade level.</p> <p>Activities are not planned within an allotted time frame and do not include opportunities to gain understanding of the content</p> <p>SPED: The Individual Education Plan (IEP) does not include modifications to the lesson.</p>		

Indicator 3. The lesson plan addresses a standard/benchmark.				
5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The lesson plan clearly articulates a standard/benchmark that will be addressed during the lesson and there is a logical flow from standards—objectives—activities—assessment—homework.</p> <p>There is some evidence of peer or supervisor review of the lesson plan.</p> <p>SPED: This includes consistent and purposeful IEP modifications to the benchmark.</p>	<p>The lesson plan clearly articulates a standard/benchmark that will be addressed during the lesson.</p> <p>SPED: This includes IEP modifications to the benchmark</p>	<p><i>If the lesson plan is not available for review then this indicator is rated 1. (Please note this in the comment section)</i></p> <p>The lesson plan does not clearly articulate a standard/benchmark that will be addressed during the lesson.</p> <p>There is no standard or benchmark in the lesson plan at all.</p> <p>SPED: There is no evidence of IEP modifications to the benchmark.</p>		

RATING SCALE				
5 Exemplary	4 Highly Proficient	3 Proficient	2 Approaching Proficiency	1 Needs work

STANDARD II. CONTENT KNOWLEDGE, SKILLS & LANGUAGE OF THE DISCIPLINE

Indicator 4. The teacher clearly defines content/learning/concept development objectives.				
5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The teacher clearly and purposefully identifies, defines and explains ASDOE content standards of the discipline and easily relates it to previous and current lesson/activities.</p> <p>The lesson’s content (language arts, mathematical, science, etc.) and goal is very clear and can be easily understood by students as evidenced by the teacher’s depth of explanation.</p> <p>The teacher creates learning experiences that make the information accessible and meaningful for learners to assure understanding of the content by using multiple</p>	<p>The teacher clearly identifies, defines and explains ASDOE content standards of the discipline.</p> <p>The lesson’s content (language arts, mathematical, science, etc.) and goal is somewhat clear and can be understood by students.</p> <p>The teacher creates learning experiences that make the information accessible and meaningful for</p>	<p>The teacher does not clearly identify, define and explain ASDOE content standards of the discipline.</p> <p>The lesson’s content (language arts, mathematical, science, etc.) and goal is not clear and cannot be understood by students.</p> <p>The teacher does not create learning experiences that make the information accessible and meaningful for learners and few if no strategies (e.g.</p>		

<p>strategies (e.g. manipulatives; technology; sequencing; scaffolding) to reach diverse learners.</p> <p>The teacher provides meaningful opportunities for students to solve problems and share their solutions with their group and the class</p> <p>The teacher consistently relates concepts and content to various things (e.g. local events, history, previous experiences, other subjects, cultural and linguistic comparisons) and is fluent in his/her delivery.</p> <p>CLASS: Concept Development – The teacher effectively uses instructional discussions and activities to promote students’ higher-order thinking and cognition. The focus is on understanding rather than role instruction.</p>	<p>learners to assure understanding of the content by using some strategies (e.g. manipulatives; technology; sequencing; scaffolding).</p> <p>The teacher provides opportunities for students to solve problems and share their solutions with their group and the class.</p> <p>The teacher sometimes relates concepts and content to various things (e.g. local events, history, previous experiences, other subjects, cultural and linguistic comparisons) and is somewhat fluent in his/her delivery.</p> <p>CLASS: Concept Development – The teacher uses instructional discussions and activities to promote students’ higher-order thinking and cognition. The focus is on understanding rather than role instruction.</p>	<p>manipulatives; technology; sequencing; scaffolding) are used.</p> <p>The teacher does not or seldom provides opportunities for students to solve problems and share their solutions with their group and the class.</p> <p>The teacher does not or seldom relates concepts and content to various things (e.g. local events, history, previous experiences, other subjects, cultural and linguistic comparisons) and is not fluent in his/her delivery.</p> <p>CLASS: Concept Development – The teacher does not or seldom uses instructional discussions and activities to promote students’ higher-order thinking and cognition. The focus is on role instruction rather than understanding.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator 5. The teacher clearly defines language of the discipline objectives.

5	4	3	2	1
<p>Exemplary</p> <p>The teacher uses, models and explicitly defines the language of the discipline especially as it relates to the content standards of the ASDOE, to facilitate learning (e.g., in Math, the teacher uses specific terms to describe closed figures—square, rhombus, trapezoid).</p> <p>Instructional activities consistently generate language expression and ongoing development of content vocabulary.</p>	<p>Proficient</p> <p>The teacher uses and models the language of the discipline especially as it relates to the content standards of the ASDOE, to facilitate learning (e.g., in Math, the teacher uses specific terms to describe closed figures—square, rhombus, trapezoid).</p> <p>Instructional activities generate language expression and development of content vocabulary.</p>	<p>Needs work</p> <p>The teacher does not or minimally uses the language of the discipline especially as it relates to the content standards of the ASDOE, to facilitate learning (e.g., in Math, the teacher does not use specific terms to describe closed figures—square, rhombus, trapezoid).</p> <p>Instructional activities do not or minimally generate language expression and development of content vocabulary.</p>		

Indicator 6. The teacher links lesson to unit linked to standards/benchmarks/goals/objectives.

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The teacher purposefully identifies, demonstrates, and explains concepts in ways that promote content comprehension and fill learning gaps (e.g. pre-teaching of pre-requisite knowledge).</p> <p>The tasks and activities in the lesson consistently and purposefully address the standard/benchmark and is made explicit by the teacher.</p> <p>The teacher consistently sequences examples and concepts.</p> <p>SPED: There are consistent and relevant IEP modifications to the standard/ benchmark.</p>	<p>The teacher identifies, demonstrates, and explains concepts in ways that promote content comprehension and fill learning gaps (e.g. pre-teaching of pre-requisite knowledge).</p> <p>The tasks and activities in the lesson somewhat addresses the standard/benchmark.</p> <p>The teacher sometimes sequences examples and concepts.</p> <p>SPED: There are IEP modifications to the standard/ benchmark.</p>	<p>The teacher does not or seldom identifies, demonstrates, and explains concepts in ways that promote content comprehension and fill learning gaps (e.g. pre-teaching of pre-requisite knowledge).</p> <p>The tasks and activities in the lesson do not or minimally address the standard/benchmark.</p> <p>The teacher does not or seldom sequences examples and concepts.</p> <p>SPED: There are no or very little IEP modifications to the standard/ benchmark.</p>		

Indicator 7. The teacher provides clear explanation/demonstration of the content/concept.

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The teacher’s mastery of and comfort with content (e.g. math, science, health) is evidenced by the depth of explanation and demonstration that extends interactions beyond the text.</p> <p>The teacher clearly and consistently communicates and effectively relates the activities to the students’ overall understanding of the concepts in the lesson.</p> <p>The teacher effectively and appropriately chunks content into smaller, accessible pieces for student understanding.</p>	<p>The teacher’s mastery of and comfort with content (e.g. math, science, health) is evidenced by the depth of explanation and demonstration with reference to the textbook.</p> <p>The teacher communicates and relates the activities to the students’ overall understanding of the concepts in the lesson.</p> <p>The teacher sometimes chunks content into smaller, accessible pieces for student understanding.</p>	<p>There is very little or no depth of explanation and demonstration. The teacher relies heavily textbooks without going beyond the text.</p> <p>The teacher does not clearly communicate and does not or seldom relates the activities to students’ overall understanding of the concepts in the lesson.</p> <p>The teacher does not or seldom chunks content into smaller, accessible pieces for student understanding.</p>		

Indicator 8. The teacher demonstrates resourcefulness in applying skills, knowledge and experience to select and use a wide range of available resources (people, environment, technology, books—including textbooks) to support content learning and practical skill development.

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The teacher uses a wide variety of materials, including textbooks, media, community and natural resources, and technology (e.g., manipulative devices, pictures, models, lab equipment, laptops, iPads.) to extend discussion beyond text.</p> <p>The teacher effectively uses and coordinates materials and technology to facilitate, extend, foster and enrich student learning within the content area (e.g., listen/view/ make audio and video tapes, use the internet ethically for research, create websites) through consistently asking open-ended questions.</p> <p>The teacher uses community and/or natural resources that are respectful of the culture (e.g., invite guest speakers related to content) and clearly aligns with the lesson objectives.</p>	<p>The teacher uses a variety of materials, including textbooks, media, community and natural resources, and technology (e.g., manipulative devices, pictures, models, lab equipment, laptops, iPads.)</p> <p>The teacher uses materials and technology to facilitate, extend, foster and enrich student learning within the content area (e.g., listen/view/ make audio and video tapes, use the internet ethically for research, create websites).</p> <p>The teacher uses community and/or natural resources that are respectful of the culture (e.g., invite guest speakers related to content).</p>	<p>The teacher minimally uses materials, including textbooks, media, community and natural resources, and technology (e.g., manipulative devices, pictures, models, lab equipment, laptops, iPads.)</p> <p>The teacher minimally uses materials and technology to facilitate, extend, foster and enrich student learning within the content area (e.g., listen/view/ make audio and video tapes, use the internet ethically for research, create websites).</p> <p>The teacher minimally uses community and/or natural resources that are respectful of the culture (e.g., invite guest speakers related to content).</p>		

RATING SCALE

5	4	3	2	1
Exemplary	Highly Proficient	Proficient	Approaching Proficiency	Needs work

STANDARD III. PEDAGOGY

Indicator 9. The teacher provides clear explanation/demonstration of the content/concept.

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The teacher uses a variety of strategies to support learning (e.g., inquiry-based learning, dual language learning, cooperative learning, instructional learning, direct instruction, manipulatives, technology).</p> <p>The teacher uses a variety of strategies to create learning experiences that make the subject</p>	<p>The teacher uses some strategies to support learning (e.g., inquiry-based learning, dual language learning, cooperative learning, instructional learning, direct instruction, manipulatives, technology).</p> <p>The teacher uses some strategies to create learning experiences that make the subject matter meaningful and engaging for students (e.g., problem-</p>	<p>The teacher does not use strategies to support learning (e.g., inquiry-based learning, dual language learning, cooperative learning, instructional learning, direct instruction, manipulatives, technology).</p> <p>The teacher does not use strategies to create learning experiences that make the subject matter meaningful and engaging for students (e.g., problem-</p>		

<p>matter meaningful and engaging for students (e.g., problem-based learning, project-based learning, integrated learning, task-based learning).</p> <p>Activities are designed and executed to effectively incorporate resources or methods towards a clear academic goal. (e.g. uses square tiles to introduce students to the concept of area prior to working with formulas and generalizations).</p> <p>The different strategies encourage learners to develop deep understanding and explicit connections between content areas.</p> <p>CLASS: Teacher Sensitivity – The teacher is aware and responsive to students’ academic and emotional needs; demonstrates high levels of sensitivity. The teacher consistently provides comfort, reassurance, and encouragement; facilitates students’ ability to actively explore and learn.</p> <p>SPED: This includes implementing specially designed multiple strategies for IEP students.</p>	<p>based learning, project-based learning, integrated learning, task-based learning).</p> <p>Activities are somewhat designed to incorporate resources or methods towards a clear academic goal. (e.g. uses square tiles to introduce students to the concept of area prior to working with formulas and generalizations).</p> <p>The different strategies encourage learners to develop understanding and connections between content areas.</p> <p>CLASS: Teacher Sensitivity – The teacher is aware and responsive to students’ academic and emotional needs; demonstrates sensitivity. The teacher provides comfort, reassurance, and encouragement; facilitates students’ ability to actively explore and learn.</p> <p>SPED: This includes implementing specially designed multiple strategies for IEP students.</p>	<p>based learning, project-based learning, integrated learning, task-based learning).</p> <p>Activities are not designed to incorporate resources or methods towards a clear academic goal.</p> <p>The strategies do not encourage learners to develop understanding and connections between content areas.</p> <p>CLASS: Teacher Sensitivity – The teacher is not aware and responsive to students’ academic and emotional needs; demonstrates low levels of sensitivity. The teacher does not provide comfort, reassurance, and encouragement; facilitates students’ ability to actively explore and learn.</p> <p>SPED: There is no evidence of implementing specially designed strategies for IEP students.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator 10. The teacher designs activities for extended interactions and engagement.		
5	4	3
2	1	
<p>Exemplary</p> <p>The teacher provides opportunities for students to solve problems and share their solutions with their group/class that generate discussion and interaction.</p> <p>The teacher explicitly facilitates connections by drawing on students’ prior knowledge and experiences in the content area and daily life to generate discussion and interaction.</p> <p>The teacher consistently provides opportunities that allow for interactions between teacher-student and student-student.</p>	<p>Proficient</p> <p>The teacher provides opportunities for students to solve problems and share their solutions with their group/class.</p> <p>The teacher somewhat facilitates connections by drawing on students’ prior knowledge and experiences in the content area and daily life.</p> <p>The teacher provides some opportunities that allow for interactions between teacher-student and student-student.</p> <p>Interaction and engagement is</p>	<p>Needs work</p> <p>The teacher does not or minimally provides opportunities for students to solve problems and share their solutions with their group/class.</p> <p>The teacher does not or minimally facilitates connections to students’ prior knowledge and experiences in the content area and daily life.</p> <p>The teacher provides no or very little opportunities that allow for interactions between teacher-student and student-student.</p>

<p>Interaction and engagement is consistently facilitated through diverse instructional strategies (e.g. small groups, class presentations, case studies, role playing) with minimal “down time.”</p> <p>CLASS: Regard Student Perspective – The teacher consistently encourages student responsibility and autonomy through purposeful interactions and planned classroom activities with an emphasis on students’ interests, motivations and points of view.</p> <p>SPED: This includes teacher’s consistent and purposeful interaction with IEP students.</p>	<p>somewhat facilitated through diverse instructional strategies (e.g. small groups, class presentations, case studies, role playing).</p> <p>CLASS: Regard Student Perspective – The teacher encourages student responsibility and autonomy through interactions and classroom activities with an emphasis on students’ interests, motivations and points of view.</p> <p>SPED: This includes teacher’s interaction with IEP students.</p>	<p>Interaction and engagement is not or minimally facilitated</p> <p>CLASS: Regard Student Perspective – The teacher does not or seldom encourage student responsibility and autonomy.</p> <p>SPED: There is no evidence of teacher’s interaction with IEP students.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator 11. The teacher checks for understanding.

5	4	3	2	1
<p style="text-align: center;">Exemplary</p> <p>Throughout the lesson, the teacher consistently and fluidly asks for feedback on the lesson. He/she checks that students are on task and focused on the assignment and appropriately asks probing questions to elicit evidence of student understanding.</p> <p>The teacher consistently gauges student attention and often redirects back to the activity/ lesson if there are distracted students.</p> <p>The teacher uses multiple formative assessment methods seamlessly throughout the lesson/activity (e.g. questioning, checking student work).</p> <p>SPED: This includes the evaluation of student achievement for IEP students.</p>	<p style="text-align: center;">Proficient</p> <p>Throughout the lesson, the teacher asks for feedback on the lesson. He/she checks that students are on task and focused on the assignment and may ask probing questions to elicit evidence of student understanding.</p> <p>The teacher gauges student attention and sometimes redirects back to the activity/ lesson if there are distracted students.</p> <p>The teacher uses some formative assessment methods throughout the lesson/activity (e.g. questioning, checking student work).</p> <p>SPED: This includes the evaluation of student achievement for IEP students.</p>	<p style="text-align: center;">Needs work</p> <p>Throughout the lesson, the teacher does not or seldom asks for feedback on the lesson. He/she does not or minimally checks that students are on task and focused on the assignment.</p> <p>The teacher does not or seldom gauges student attention and often times does not redirect back to the activity/ lesson if there are distracted students.</p> <p>The teacher uses no or minimal formative assessment methods throughout the lesson/activity (e.g. questioning, checking student work).</p> <p>SPED: The evaluation of student achievement for IEP students is not evident.</p>		

Indicator 12. The teacher creates a safe and caring learning environment.

5	4	3	2	1
Exemplary	Proficient			Needs work
<p>The teacher effectively uses behavior management strategies to promote safety and learning in the classroom (e.g. establishing and following through with rules and consequences, involving students in the planning/shaping of behavior expectations and consequences).</p> <p>Teacher and students listen to each other and respond to each other’s ideas, including those that are different from their own and respectfully disagree as appropriate.</p> <p>Students are often willing to try new ideas and risk making mistakes. Mistakes are viewed as opportunities to learn and students are encouraged to freely reply/respond to each other and the teacher.</p> <p>The teacher consistently and purposefully solicits a variety of solutions understanding that there may be more than one answer to a question and sets a positive climate throughout the activity.</p> <p>The furniture arrangement and physical resources in the classroom (e.g., arrangement of desks, learning centers, computers, white boards, shelves, etc.) are organized and allow for optimal traffic and movement. The physical environment purposefully promotes learning.</p> <p>CLASS: Positive Climate –The teacher consistently and genuinely exhibits an emotional connection with the students through verbal and nonverbal interactions; demonstrates warmth, respect and enjoyment.</p> <p>SPED: This includes the use of effective management techniques that consistently encourage student participation, student learning, and</p>	<p>The teacher uses behavior management strategies to promote safety and learning in the classroom (e.g. establishing and following through with rules and consequences, involving students in the planning/shaping of behavior expectations and consequences).</p> <p>Teacher and students listen to each other and respond to each other’s ideas, including those that are different from their own but may not respectfully disagree as appropriate.</p> <p>Students are somewhat willing to try new ideas and risk making mistakes. Mistakes are viewed as opportunities to learn.</p> <p>The teacher solicits a variety of solutions understanding that there may be more than one answer to a question.</p> <p>The furniture arrangement and physical resources in the classroom (e.g., arrangement of desks, learning centers, computers, white boards, shelves, etc.) are organized and allow for somewhat smooth traffic and movement. The physical environment promotes learning.</p> <p>CLASS: Positive Climate –The teacher exhibits an emotional connection with the students through verbal and nonverbal interactions; demonstrates warmth, respect and enjoyment.</p> <p>SPED: This includes the use of management techniques that</p>			<p>The teacher uses no or minimal behavior management strategies to promote safety and learning in the classroom (e.g. establishing and following through with rules and consequences, involving students in the planning/shaping of behavior expectations and consequences).</p> <p>Teacher and students do not listen to each other or respond to each other’s ideas. Ideas that differ from their own are not met with respectful responses.</p> <p>Students appear to be unwilling to try new ideas and risk making mistakes. Mistakes are not or seldom viewed as opportunities to learn.</p> <p>The teacher does not or seldom solicits solutions and does not seem to understand that there may be more than one answer to a question.</p> <p>The furniture arrangement and physical resources in the classroom (e.g., arrangement of desks, learning centers, computers, white boards, shelves, etc.) do not allow for smooth traffic and movement. The physical environment does not promote learning.</p> <p>CLASS: Negative Climate – The teacher exhibits negativity in the classroom; the frequency, quality and intensity of teacher and peer negativity are noticeable.</p> <p>SPED: The use of management techniques that encourage student participation, student learning, and time on task for IEP students is not</p>

time on task for IEP students.	encourage student participation, student learning, and time on task for IEP students.	evident.
--------------------------------	---------------------------------------------------------------------------------------	----------

Indicator 13. The teacher teaches students how to be independently resourceful.				
5	4	3	2	1
<p style="text-align: center;">Exemplary</p> <p>The teacher purposefully instructs students to find answers, ideas, and information around them (e.g., the internet or within their community) to assist in their learning.</p> <p>Students are often provided guidance that promotes self-learning such as using classroom resources (e.g. word walls, vocabulary charts, posters, technology, dictionary).</p> <p>The teacher consistently provides opportunities for students to make choices about their own learning and lessons.</p>	<p style="text-align: center;">Proficient</p> <p>The teacher involves students in finding answers, ideas, and information around them (e.g., the internet or within their community) to assist in their learning.</p> <p>Students are sometimes provided guidance that promotes self-learning such as using classroom resources (e.g. word walls, vocabulary charts, posters, technology, dictionary).</p> <p>The teacher sometimes provides opportunities for students to make choices about their own learning and lessons.</p>			<p style="text-align: center;">Needs work</p> <p>The teacher does not or minimally involves students in finding answers, ideas, and information around them (e.g., the internet or within their community) to assist in their learning.</p> <p>Students are not or seldom provided guidance that promotes self-learning such as using classroom resources (e.g. word walls, vocabulary charts, posters, technology, dictionary).</p> <p>The teacher does not or minimally provides opportunities for students to make choices about their own learning and lessons.</p>

RATING SCALE				
5 Exemplary	4 Highly Proficient	3 Proficient	2 Approaching Proficiency	1 Needs work

STANDARD IV. LANGUAGE AND LEARNING

Indicator 14. The teacher uses language-learning strategies (bilingual and/or ELL/Dual Language) when appropriate in ways that promote language and learning.				
5	4	3	2	1
<p style="text-align: center;">Exemplary</p> <p>The teacher is skillful in using bilingual and/or English language learning (ELL) strategies as a responsive teaching approach to learning.</p> <p>The teacher purposefully uses bilingual materials and grade-appropriate models of language are effectively displayed and referenced by students.</p> <p>Instruction includes effectively using cultural traditions and/or artifacts (e.g. storytelling traditions, proverbs)</p>	<p style="text-align: center;">Proficient</p> <p>The teacher uses bilingual and/or English language learning (ELL) strategies as a responsive teaching approach to learning.</p> <p>The teacher uses bilingual materials and grade-appropriate models of language are displayed and referenced by students.</p> <p>Instruction includes using cultural traditions and/or artifacts (e.g. storytelling traditions, proverbs) to</p>			<p style="text-align: center;">Needs work</p> <p>The teacher is not skillful in using bilingual and/or English language learning (ELL) strategies as a responsive teaching approach to learning.</p> <p>The teacher does not or minimally uses bilingual materials and grade-appropriate models of language are not displayed and referenced by students.</p> <p>Instruction does not or minimally includes using cultural traditions and/or artifacts (e.g. storytelling</p>

<p>to teach a complex topic in English.</p> <p>The teacher uses an effective and appropriate additive bilingual approach to learning if bilingual in Samoan and English (e.g. clarifying in both languages; highlights similarities between languages to ensure high transfer; teaches explicitly to differences between languages where there is no transfer).</p> <p>CLASS: Language Modeling – The teacher effectively and consistently uses language-stimulation and language-facilitation techniques with the students.</p> <p>SPED: This includes specialized instructions for IEP students (e.g., Braille, sign-language)</p>	<p>teach a complex topic in English.</p> <p>The teacher uses an additive bilingual approach to learning if bilingual in Samoan and English (e.g. clarifying in both languages; highlights similarities between languages to ensure high transfer; teaches explicitly to differences between languages where there is no transfer).</p> <p>CLASS: Language Modeling – The teacher effectively uses language-stimulation and language-facilitation techniques with the students.</p> <p>SPED: This includes specialized instructions for IEP students (e.g., Braille, sign-language)</p>	<p>traditions, proverbs) to teach a complex topic in English.</p> <p>CLASS: Language Modeling – The teacher does not or minimally uses language-stimulation and language-facilitation techniques with the students.</p> <p>SPED: This includes specialized instructions for IEP students (e.g., Braille, sign-language)</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RATING SCALE				
5 Exemplary	4 Highly Proficient	3 Proficient	2 Approaching Proficiency	1 Needs work

STANDARD V. ASSESSMENT—FORMATIVE & SUMMATIVE

Indicator 15. The teacher clarifies learning expectations.					
	5	4	3	2	1
Exemplary	Proficient		Needs work		
<p>The teacher begins the lesson with multiple strategies that assess prior knowledge and student understanding. He/she uses their responses and effectively connects this prior knowledge to the current lesson.</p> <p>The teacher thoroughly explains the objective/lesson by writing or stating it with clarity and repeats it when necessary.</p> <p>Students understand and can explain the learning objectives.</p> <p>The teacher effectively models the learning objective or provides multiple examples.</p>	<p>The teacher begins the lesson with strategies that assess prior knowledge and student understanding. He/she uses their responses and connects this prior knowledge to the current lesson.</p> <p>The teacher explains the objective/lesson by writing or stating it with some clarity.</p> <p>Students appear to somewhat understand the learning objectives.</p> <p>The teacher models the learning objective or provides an example.</p>		<p>The teacher does not or minimally uses strategies that assess prior knowledge and student understanding. He/she does not use their responses and connects this prior knowledge to the current lesson.</p> <p>The teacher does not or seldom explains the objective/lesson.</p> <p>Students do not appear to understand the learning objectives.</p> <p>The teacher does not or minimally models the learning objective or provides an example.</p>		

<p>The teacher clearly communicates how these ideas relate to the students' overall understanding of the content area concept and effectively connects it to the major concepts in the unit.</p>	<p>The teacher clearly communicates how these ideas relate to the students' overall understanding of the content area concept and the major concepts in the unit.</p>	<p>The teacher does not or minimally communicates how these ideas relate to the students' overall understanding of the content area concept and the major concepts in the unit.</p>
<p>Indicator 16. The teacher observes and listens for evidence of learning.</p>		
5	4	3
<p style="text-align: center;">Exemplary</p> <p>The teacher purposefully observes learners performing tasks, noting strengths and/or needs and provides immediate feedback when appropriate.</p> <p>The teacher talks with students equitably about what he/she can do and what he/she needs, using student work samples and other materials.</p> <p>The teacher is physically and consistently monitoring students (moving around the classroom) throughout the lesson/activities.</p>	<p style="text-align: center;">Proficient</p> <p>The teacher observes learners performing tasks, noting strengths and/or needs.</p> <p>The teacher talks with students about what he/she can do and what he/she needs, using student work samples.</p> <p>The teacher is physically monitoring (moving around the classroom) students throughout the lesson/activities.</p>	<p style="text-align: center;">Needs work</p> <p>The teacher does not or seldom observes learners performing tasks, noting strengths and/or needs.</p> <p>The teacher does not or seldom talks with students about what he/she can do and what he/she needs.</p> <p>The teacher does not physically monitor (moving around the classroom) students throughout the lesson/activities.</p>
<p>Indicator 17. The teacher uses evidence of student learning to adjust the lesson.</p>		
5	4	3
<p style="text-align: center;">Exemplary</p> <p>The teacher consistently uses formative information gathered “on-the-spot” to shape lesson and/or lesson plans, clearly reflecting necessary and effective instructional adjustments (e.g. re-teaching, repeating trying alternative approaches, or offering more opportunities needed to improve learning).</p> <p>The teacher may use multiple peer and/or student self-assessments to consistently gauge student understanding and adjust his/her teaching strategies.</p> <p>CLASS: Productivity –The teacher effectively manages instructional time and routines; provides activities for students and opportunities to be involved in the learning process.</p>	<p style="text-align: center;">Proficient</p> <p>The teacher uses formative information gathered “on-the-spot” to shape lesson and/or lesson plans, clearly reflecting necessary instructional adjustments (e.g. re-teaching, repeating trying alternative approaches, or offering more opportunities needed to improve learning).</p> <p>The teacher may use peer and/or student self-assessments to gauge student understanding and adjust his/her teaching strategies.</p> <p>CLASS: Productivity – The teacher effectively manages instructional time and routines; provides activities for students and opportunities to be involved in the learning process.</p>	<p style="text-align: center;">Needs work</p> <p>The teacher does not or seldom uses formative information gathered “on-the-spot” to shape lesson and/or lesson plans, clearly reflecting necessary instructional adjustments (e.g. re-teaching, repeating trying alternative approaches, or offering more opportunities needed to improve learning).</p> <p>The teacher does not or minimally use peer and/or student self-assessments to gauge student understanding and does not adjust his/her teaching strategies.</p> <p>CLASS: Productivity – The teacher does not manage instructional time and routines; does not provide activities for students and opportunities to be involved in the learning process.</p>

Indicator 18. The teacher provides positive feedback to students about their learning and how they can improve.

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The teacher observes students, listens carefully to their ideas and explanations to determine alignment with learning goals and provides purposeful and consistent feedback on student work, including tests, offering specific suggestions (e.g. re-writing; editing; using content vocabulary words) for improvement.</p> <p>The teacher provides a variety of strategies (e.g. rubrics, sample work; demonstrations; peer support) for students to improve their work.</p> <p>CLASS: Quality of Feedback – The teacher provides consistent feedback that expands learning and understanding; encourages continued participation.</p> <p>SPED: The teacher maintains consistency of expectations for IEP students.</p>	<p>The teacher observes students, listens to their ideas and explanations and provides feedback on student work, including tests, offering specific suggestions (e.g. re-writing; editing; using content vocabulary words) for improvement.</p> <p>The teacher provides some strategies (e.g. rubrics, sample work; demonstrations; peer support) for students to improve their work.</p> <p>CLASS: Quality of Feedback – The teacher provides feedback that expands learning and understanding; encourages continued participation.</p> <p>SPED: The teacher maintains consistency of expectations for IEP students.</p>	<p>The teacher does not or rarely observes students, does not or rarely listens carefully to their ideas and explanations and does not or seldom determines alignment with learning goals.</p> <p>The teacher provides no or very little strategies (e.g. rubrics, sample work; demonstrations; peer support) for students to improve their work.</p> <p>CLASS: Quality of Feedback –The teacher provides very little or no feedback that expands learning and understanding; does not encourage continued participation.</p> <p>SPED: The teacher does not maintain consistency of expectations for IEP students.</p>		

Indicator 19. The teacher measures student learning at the end of a time period or unit.

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The teacher purposefully uses multiple methods of assessment to gauge the lesson’s outcomes on student learning such as observing the students, asking targeted questions, or having students demonstrate their understanding (e.g. test, quiz, portfolio, etc.).</p> <p>The teacher routinely goes beyond yes/no, rote questions and often asks open ended and self-reflection questions that are formally or informally measured by the teacher and/or peers.</p> <p>Students are routinely provided opportunities to explain or show evidence of their learning.</p> <p>SPED: This includes the evaluations of student achievement for IEP students.</p>	<p>The teacher sometimes uses multiple methods of assessment to gauge the lesson’s outcomes on student learning such as observing the students, asking targeted questions, or having students demonstrate their understanding (e.g. test, quiz, portfolio, etc.).</p> <p>The teacher goes beyond yes/no, rote questions and may ask some open ended and self-reflection questions.</p> <p>Students are sometimes provided opportunities to explain or show evidence of their learning.</p> <p>SPED: This includes the evaluations of student achievement for IEP students.</p>	<p>The teacher does not or seldom uses multiple methods of assessment to gauge the lesson’s outcomes on student learning such as observing the students, asking targeted questions, or having students demonstrate their understanding (e.g. test, quiz, portfolio, etc.).</p> <p>The teacher does not go beyond yes/no, rote questions and does not ask open ended and self-reflection questions.</p> <p>Students are not or seldom provided opportunities to explain or show evidence of their learning.</p> <p>SPED: This includes the evaluations of student achievement for IEP students.</p>		

Indicator 20. The teacher maintains current records or documents or screening tools and testing procedures that clearly reflect student progress.

5	4	3	2	1
Exemplary	Proficient	Needs work		
<p>The teacher maintains current records (e.g. charts, logs, journals; drawings; portfolios; anecdotal notes) that reflect the progress of each student and is available for students to monitor their own progress.</p> <p>Records, documents and/or testing procedures and assessment formats (e.g. rubrics) are clearly understood and consistently used for instructional planning.</p> <p>SPED: This includes the screening and other evaluation procedures for IEP students.</p>	<p>The teacher maintains current records (e.g. charts, logs, journals; drawings; portfolios; anecdotal notes) that reflect the progress of each student.</p> <p>Records, documents and/or testing procedures and assessment formats (e.g. rubrics) are clearly understood and used for instructional planning.</p> <p>SPED: This includes the screening and other evaluation procedures for IEP students.</p>	<p>There is no or very little evidence that the teacher maintains current records that reflect the progress of each student.</p> <p>Records, documents and/or testing procedures and assessment formats (e.g. rubrics) are not clearly understood and not used for instructional planning.</p> <p>SPED: Screening and other evaluation procedures for IEP students are not evident or poorly implemented.</p>		

Copy to TQ ___
 Copy to Teacher ___
 Copy to Principal ___

Consolidated American Samoa Department of Education Teacher Performance Evaluation System Form

Teacher Evaluated: _____ School: _____
 Principal: _____ Date of Submission to Teacher Quality: _____
 Date of Submission to Teacher: _____

Component	Component Score	Component Rating	Weighted Score
Component 1 – Student Work Samples			
Component 2 – Teacher Professional Portfolio			
Component 3 – Teacher Attendance			
Component 4 – Classroom Observation Evaluation			
Teacher Performance Evaluation System Overall Score (add weighted scores)			

TPES Overall Score: _____

Check the corresponding rating based on the calculated total overall weighted score derived above.

TEACHER PERFORMANCE EVALUATION SYSTEM OVERALL TOTAL POINTS RATING SCALE				
Highly Effective	Effective	Adequate	Emerging	Needs work
<input type="checkbox"/> 80-100	<input type="checkbox"/> 60-79	<input type="checkbox"/> 40-59	<input type="checkbox"/> 20-39	<input type="checkbox"/> 1-19

 Signature of Teacher/Date

 Signature of Principal/Date

Teacher Comments: _____

Principal Comments: _____

References

- American Samoa Department of Education Teacher Evaluation multi-Source System (AS-TESS). (2009). Pago Pago, AS: American Samoa Department of Education Teacher Quality Division.
- American Samoa Government Department of Education personnel policy handbook.* (2014). Pago Pago, AS: DOE, OCI, Art Department.
- Creating a professional portfolio. (2014). Retrieved from <http://www.scholastic.com/teachers/article/professional-portfolio>
- Hidden curriculum. (2014, August 26). In S. Abbott (Ed.), *The glossary of education reform*. Retrieved from <http://edglossary.org/hidden-curriculum>
- Marzano, R. (2012). The two purposes of teacher evaluation. *Educational Leadership*, November 2012, 14-19.
- Moughamian, A. C., Rivera, M. O. and Francis, D. J. (2009). *Instructional models and strategies for teaching English language learners*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Waymack, N. (2014). Report: Teacher Absenteeism Can Hurt Student Achievement Retrieved from <http://www.usnews.com/news/articles/2014/06/03/report-teacher-absenteeism-can-hurt-student-achievement> (Accessed May 2015).