

**Professional Evaluation
for
Professional Teaching Staff
of
The Dearborn Academy**

**American Institutional Management
Services**

Dearborn, Michigan

The Dearborn Academy Vision

We are an Academy dedicated to academic excellence for our young learners. We are innovative, empowering, and absolutely committed to the continuous social development and academic growth of all students. We establish a school learning environment in which our academic goals are articulated with laser sharp clarity and are regularly monitored.

We provide an academic environment where quality learning is fun and enjoyable. We create an atmosphere of trust and support for all learners where diversity is celebrated and honored. We develop actively involved learners who are building self-confidence and a sense of responsibility to be engaged in the global community.

The Dearborn Academy Mission

The Dearborn Academy is a unique charter school serving a multicultural community through individualized, focused instruction allowing each student to achieve academic excellence and social responsibility.

Professional Evaluation

- Serves as a Formal communication tool.
- Designed to improve professional performance and foster continuous growth to improve student achievement.
- Promotes and stimulates self reflection.
- Enhances school improvement through improved teaching.
- Connects personal goals to school improvement and professional development.
- Maintains a record of ongoing professional growth and development.

Professional Evaluation Values and Beliefs

- The purpose of educator evaluation is improved teacher performance for enhanced student learning and achievement.
- Student performance improves when the entire staff works toward a common purpose as defined by our Strategic Plan.
- When individual educators work in collaborative environments, they improve student achievement.
- Professional Learning Communities offer individual educators holistic professional growth opportunities to enhance their professional practice.
- Student achievement is heavily (though not entirely) influenced by educators and their craft.
- Evaluation as a system is based on common goals, common language, common understandings, and professional learning to improve the craft of teaching.

Professional Evaluation Framework

The Key Instruments include:

- The AIMS and school wide Strategic Plan
- The Dearborn Academy School Improvement Plan
- The Dearborn Academy Professional Learning Communities
- Self Reflection Instrument
- Individual Professional Growth Plan
- Electronic Teacher Portfolio

Self Reflection Document

Prior to the Pre-Evaluation Conference, the teacher completes a Self Reflection Document focused on Six Domains of Professional Behavior including:

Planning and Preparation for Learning

Classroom Management

Delivery of Instruction

Monitoring, Assessment, and Follow Up

Family and Community Outreach

Professional Responsibilities

SELF REFLECTION

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals	Plans some units backwards with big ideas, essential questions, knowledge, and skill goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit Outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and sweep them up in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps gets a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons involving an appropriate mix of top-notch, multicultural learning materials.	Designs lessons that use an effective, multicultural mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
J. Environment	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: __ Comments

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with ad hoc rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all Year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Successfully develops students' self-discipline, self-efficacy, and sense of responsibility.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
h. Efficiency	Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Is a confident, dynamic "presence" and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.

Overall rating: __ Comments

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconception about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the units essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Always grabs students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and connect misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application.

Overall rating: __ Comments:

D. Monitoring, Assessment, and Follow-up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the- Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times .	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.	Regularly posts students' work to make visible and celebrate their progress with respect to standards .	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine- tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction	Reflects on the effectiveness of lessons and units and continuously to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: __ Comments:

E. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.	Is often insensitive to the culture and beliefs of the students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectation	Gives parents clear, user friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear, succinct expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently, involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	In student-led conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: __ Comments:

F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98- 1 00%).	Has very good attendance (95 - 97%).	Has moderate absences (6- 10%). If there are extenuating circumstances, state below	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly and eloquently	Uses correct grammar, syntax, usage, and spelling in professional contexts	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
f. Above-and- beyond	Is an important member of teacher teams and committees frequently volunteers for after-school activities.	Shares responsibility for grade level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an afterschool activity.	Declines invitations to serve on committees and attend after school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school .
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students .	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: __ Comments:

At the Pre-Evaluation Conference, The Teacher and Administrator

- Review Strategic Plan and individual classroom and teacher responsibilities.
- Review School Improvement Plan and teacher responsibilities.
- Analyze Self reflective Teacher Evaluation Instrument.
- Review Individual Professional Growth Plan requirements.
- Examine Summative Evaluation and Compensation document.
- Identify requirements for Planned Electronic Portfolio.

At the Pre-Evaluation Conference, the Teacher and Administrator

- Decide the date and time of first administrative visit to classroom.
- Review the lesson plan submitted by the Teacher for classroom visit prior to the visit.
- Engage in discussion about staff member self reflection instrument regarding six domains of quality teaching.
- Agree on areas of concentration during classroom visit based on self reflection and prior evaluations.
- Establish date and time for post observation conference.

At the Post Observation Conference,

- The Administrator and staff member engage in a series of questions and answers regarding lesson success and possible issues in delivery.
- The Administrator shares commentary regarding the mutually agreed areas of emphasis regarding the six domains of quality teaching.
- The Administrator and staff member discuss Self Reflections based on the classroom observation and future growth plans.
- The Administrator prepares a Formative Evaluation of the Teacher.

Formative Evaluation Report

- 1.The teacher provided a detailed lesson plan for the scheduled observation period—Yes or no with observations---
- 2.The teacher provided the Self Reflection and there was mutual agreement regarding focus area---Yes or no with observations
- 3.The teacher followed the lesson plan—Yes or no with observations---
- 4.The Self Reflection document was revisited with the following areas identified for future focus---observations---
- 5.The teacher is making adequate progress toward preparation of the documents for the Electronic Portfolio—Yes or no with observations---
- 6.The second round of classroom observation is established for the week of----- (typically at least six weeks after the first round unless there are concerns with teacher progress)

Formative Evaluation Report

1.

2.

3.

4.

5.

6.

_____ Administrator

_____ Teacher

_____ Date

Informal Observations

- After the completion of the first round of Formative Evaluation, the administrative evaluator will continue to have contact with the teacher and visit the teacher's classroom.
- Such informal visitations may be of short duration (five minutes) or may be of more lengthy duration (10-15 minutes).
- After each such visitation, the administrator will provide some feedback(written or oral) and/or ask questions regarding instructional practice by the teacher.

EVALUATION DOCUMENTS for Data for Summative Evaluation

Teacher Engagement with Strategic Plan, The Teacher prepares a Statement:

- Personal Vision
- Personal Mission
- Core Values and Beliefs

Teacher Engagement with Strategic Plan

- Member of Strategy Implementation Team #
- Engaged in Strategy Implementation process by:

Rubric for Teacher Engagement with Strategic Plan, The Administrator judges

- Personal Vision 1, 2, 3 _____
- Personal Mission 1, 1, 3, _____
- Core Values/Beliefs 1, 2, 3, _____
- Member of Strategic 1, 0 _____
Implementation Team

_____ of 10

Rubric for Strategic Plan Staff Engagement

	1. Ineffective	2. Effective	3. Highly Effective
Personal Vision	Staff member has not Defined a Personal Vision and does not Exhibit use of Vision in Teaching	Staff member has an unclear Vision and/or does not demonstrate consistent use of Vision in teaching	Staff member has a Vision with clear relationship with Academy Vision and consistently Uses in classroom
Personal Mission	Staff member has not Defined a Personal Mission and does not Exhibit use of Mission in Teaching	Staff member has an unclear Mission and/or does not demonstrate consistent use of Mission in teaching	Staff member has a Mission with clear relationship with Academy Mission and consistently Uses in classroom
Core Values/Beliefs	Staff member has not Defined Core Values and Beliefs and does not Exhibit use of the Values in and Beliefs in Teaching	Staff member has unclear Values and Beliefs and does not demonstrate consistent use of Values/Beliefs in teaching	Staff member has clearly articulated Values and Beliefs and consistently uses them in the classroom

Member of Strategic Plan Implementation Team--- No=0; Yes=1

Total Rubric Score out of 10= _____

Teacher Engagement with School Improvement Plan

- Member of _____ Professional Learning Community
- Focused on following SIP Goals _____

- Evidence of Goal Results _____

Rubric for Teacher Engagement with School Improvement Plan

- Member of Professional Learning Community
1, 0 _____
- School Improvement Goals 1, 2, 3, _____
- Evidence of SIP Goal Achievement 1, 2, 3, _____

Total Rubric Score _____ out of 10

Rubric for Engagement with Academy School Improvement Team

Member of a Professional Learning Community Team Yes=2; No=0

Total Rubric Score out of 10= _____

Individual Professional Growth Plan

Growth Area

Goals

Measurement

Resources

Teacher Growth

Strategic Plan

School Improvement

Student Achievement

Personal Goal

*Teacher identifies Goal
for each category.*

Rubric for Professional Growth Plan

- Five Goals Identified 5, 0 _____
- Five Goals met 5, _____
- Four Goals met 4, _____
- 3 Goals met 3, _____
- 2 Goals met 2, _____

_____ out of 10

Student Achievement Measures

- Teacher assessment records of student performance are reviewed.
 - EdPerformance regarding student growth over time is measured.
 - Simulated standardized test data is reviewed.
 - Other student assessment data as appropriate is used to determine teacher effectiveness.
-

Rubric for Student Achievement Results

- Using the various achievement measures for the students assigned to the staff member, the staff member is measured as follows:

At least 90 % of assigned students

achieve one full year's growth == 35

75 % achieve one year's growth== 25

50% achieve one year's growth== 10

Less than 50% achieve one year's

growth==Administrator discretion

Administrative Rating of Six Domains of Teaching

Prior to the Summative Evaluation, the Administrator will complete an Administrative rating of the Teacher regarding the Six Domains of Teaching including:

Planning and Preparation for Learning

Classroom Management

Delivery of Instruction

Monitoring, Assessment, and Follow Up

Family and Community Outreach

Professional Responsibilities

ADMINISTRATIVE RATING
A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans most units backwards, with well-thought-out big ideas , essential questions, knowledge, and skill goals	Plans some units backwards with big ideas, essential questions, knowledge, and skill goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit Outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and sweep them up in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps gets a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons involving an appropriate mix of top-notch, multicultural learning materials.	Designs lessons that use an effective, multicultural mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
J. Environment	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: __ Comments

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
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b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all Year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Successfully develops students' self-discipline, self-efficacy, and sense of responsibility.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
h. Efficiency	Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Is a confident, dynamic "presence" and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.

Overall rating: __ Comments

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconception about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the units essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Always grabs students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and connect misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application.

Overall rating: __ Comments:

D. Monitoring, Assessment, and Follow-up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the- Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times .	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.	Regularly posts students' work to make visible and celebrate their progress with respect to standards .	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine- tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction	Reflects on the effectiveness of lessons and units and continuously to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: __ Comments:

E. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.	Is often insensitive to the culture and beliefs of the students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectation	Gives parents clear, user friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear, succinct expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently, involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	In student-led conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: __ Comments:

F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98- 1 00%).	Has very good attendance (95 - 97%).	Has moderate absences (6- 10%). If there are extenuating circumstances, state below	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly and eloquently	Uses correct grammar, syntax, usage, and spelling in professional contexts	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
f. Above-and- beyond	Is an important member of teacher teams and committees frequently volunteers for after-school activities.	Shares responsibility for grade level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an afterschool activity.	Declines invitations to serve on committees and attend after school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school .
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students .	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: __ Comments:

Summative Evaluation

- Strategic Plan engagement _____ 10%
- School Improvement Plan _____ 10%
Engagement
- Individual Professional _____ 10%
Growth
- Formative Evaluation _____ 10%
- Student Achievement _____ 35%
- Administrative Rating _____ 25%
from review of all data

Total Score _____

Summative Evaluation

- Administrative commentary and recommendations

_____ Administrator
_____ Staff Member
_____ Date

SUMMATIVE EVALUATION

Effectiveness Score

Total Score-- 90-100= Highly Effective

Total Score– 80-89= Effective

Total Score– 70-79= Minimally Effective

Total Score – Below 70= Ineffective

Name----- is rated-----for---(yr)

_____ Administrative Signature

Electronic Portfolio prepared

- Each professional staff member will prepare an Electronic Portfolio for submission to the evaluating administrator. The Electronic Portfolio will contain the following data:
 1. Teacher name and address
 2. Evidence of Teacher certification
 3. Resume or vita
 4. Record of Strategic Plan engagement
 5. Record of School Improvement Plan engagement
 6. Record of self reflection
 7. Copy of Formative evaluation
 8. Record of Individual Growth Plan results
 9. Record of student growth and achievement
 10. Administrative rating
 11. Summative evaluation

Compensation Process

- AIMS will determine a process for factoring in the Teacher Evaluation results to determine professional compensation and/or bonus decisions.

Prepared for AIMS by artiscommunications, Inc. 2011

Self Reflection and Administrative Reflection Documents Prepared by Dr. Kim Marshall

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