

**Copper Country ISD
Learning Center Classroom**

Teacher Evaluation

Teacher: _____

School Year: _____

Evaluator: _____

STANDARDS FOR INSTRUCTIONAL PRACTICE AND PROFESSIONAL VALUES

1. **PLANNING & PREPARATION**

An effective teacher facilitates student achievement by establishing appropriate learning goals and identifying the instructional, assessment, and management strategies necessary to help all students learn.

A. **CONTENT KNOWLEDGE** - Teacher demonstrates knowledge of content and pedagogy.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher makes content errors and/or does not correct content errors students make. Teacher lacks sufficient knowledge of subject content or pedagogy to guide students in mastering state standards in content area. Does not use analysis of student work and outcomes to adjust level of instruction.</i></p>	<p><i>Teacher provides content that is generally accurate and current. Teaching techniques indicate a general knowledge and understanding of subject content and pedagogy. Does not always identify and correct students' content errors. Occasionally analyzes student work and outcomes & adjusts level of instruction.</i></p>	<p><i>Teacher provides content that is accurate and current. Teaching techniques indicate proficient knowledge and understanding of subject content and pedagogy. Identifies and corrects students' content errors. Analyzes student work & adjust level of instruction.</i></p>	<p><i>Teacher provides content that is accurate and current. Teaching techniques indicate an extensive knowledge and understanding of subject content and pedagogy. Helps students to identify and correct their own content errors. Continuously analyzes student work and outcomes & adjusts techniques and pedagogy.</i></p>	<p><i>Teacher is an expert in his/her content and pedagogy. Demonstrates leadership in creating new and innovative teaching techniques. Helps students to identify and correct their own content errors. Shares strategies of how to respond to student work and outcomes to adjust techniques and pedagogy.</i></p>

Questions to Consider:

- How effective is the teacher at responding to student questions?
- To what extent does the teacher rely on textbooks, notes, worksheets?
- Is the teacher able to think outside the lesson plan?
- *Does the teacher integrate IEP goals into lessons and have methods to track accomplishment of goals?*
- *Is there evidence of differentiated instruction?*

Notes:

1. **PLANNING & PREPARATION (cont.)**

B. **KNOWLEDGE OF STUDENTS** - Teacher understands how individual children learn and develop.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher does not exhibit a realistic or workable knowledge of how their students learn and develop. The teacher does not understand how to differentiate instruction.</i></p>	<p><i>Teacher exhibits a basic understanding of how their students learn and develop. Teacher understands the concept of differentiating instruction, but rarely uses it in the classroom.</i></p>	<p><i>Teacher exhibits proficient understanding of how their students learn and develop. Teacher uses differentiated instruction based on student learning styles and ability levels.</i></p>	<p><i>Teacher exhibits an advanced level of understanding of how their students learn and develop. Actively seeks professional development opportunities to maintain and improve his/her understanding of how students learn and develop. The teacher is observed regularly using differentiated instruction during each lesson and this instruction is based on student learning styles and ability levels.</i></p>	<p><i>Teacher assumes a leadership role in the school or community to foster professional understanding of how students learn and develop. The teacher is observed using differentiated instruction during all lessons and this instruction is always based on the students' learning styles and ability levels. This teacher shares how to individualize lessons.</i></p>

Questions to Consider:

- Did the teacher use grade/age appropriate teaching materials?
- Does the teacher individualize the lesson?
- How appropriate are classroom assignment/activities and timelines?
- Are learning goals realistic?
- What are some examples of differentiating instruction that were observed during classroom observations?

Notes:

1. **PLANNING & PREPARATION (cont.)**

C. **INSTRUCTIONAL DESIGN** - Teacher creates instructional opportunities using a wide variety of effective teaching strategies.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Teacher does not identify learning goals. Relies on a very limited number of teaching strategies which do not accommodate differences in learners or make use of current resources and or technology.</i>	<i>Teacher identifies learning goals and creates satisfactory instructional opportunities using a growing repertoire of teaching strategies. Differences in learners are not always accommodated. Teacher makes use of some current resources and or technology.</i>	<i>Teacher clearly identifies individual and group learning goals and creates satisfactory instructional opportunities using a variety of teaching strategies which accommodate differences in learners and make use of current resources and or technology.</i>	<i>Teacher clearly identifies and communicates individual and group learning goals and creates dynamic instructional opportunities using a wide variety of teaching strategies which accommodate all differences in learners and make excellent use of current resources and or technology.</i>	<i>Teacher clearly identifies and communicates individual and group learning goals, sharing ideas with colleagues. Creates exceptional learning opportunities using a wide variety of innovative teaching strategies which accommodate all learners. Develops resources and or technology for teaching.</i>

Questions to Consider:

- Did the teacher clearly articulate/*communicate* the lesson objective and anticipated outcomes?
- Was instructional technology used appropriately?
- Did the teacher demonstrate flexibility and adaptability in response to student needs?

Notes:

1. **PLANNING & PREPARATION (cont.)**

D. **ASSESSMENT** - Teacher develops appropriate processes for evaluating and recording student progress.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Teacher does not effectively evaluate student performance and does not use assessment results to improve instruction. Does not demonstrate a workable understanding of assessment tools or relies on a limited number of methods.</i>	<i>Teacher effectively evaluates student performance and works toward using assessment results to improve instruction. Exhibits basic understanding of assessment, but lacks experience employing a broad range of assessment tools.</i>	<i>Teacher skillfully evaluates student performance and uses assessment results to improve instruction. Exhibits understanding and use of assessment tools for a variety of purposes.</i>	<i>Teacher skillfully evaluates student performance and uses assessment results to improve instruction. Exhibits extensive knowledge of assessment tools and their many uses. Effectively employs multiple assessment tools and stays informed on current research on assessment strategies.</i>	<i>Teacher skillfully evaluates student performance in a wide variety of ways and uses assessment results to improve instruction. Shares assessment tools and ideas with peers, organizing and leading workshops or contributing to research in the field.</i>

Questions to Consider:

- Was the level of student understanding assessed?
- Did the assessment measure the objectives taught?
- Is the teacher collecting and using student achievement data?
- *Do the students understand what students are expected to accomplish?*
- *Does the teacher frequently monitor for growth and use effective methods?*

Notes:

2. **CLASSROOM ENVIRONMENT**

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

A. **CULTURE FOR LEARNING** - Teacher maintains a safe, positive classroom environment that encourages and supports student learning.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher does not understand individual or group motivation and behavior and does not create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Teacher often leaves students unsupervised and/or students are not actively engaged in learning during the instructional time.</i></p>	<p><i>Teacher demonstrates some understanding of individual or group motivation and behavior and is trying to create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Teacher sometimes leaves students unsupervised and/or students are minimally engaged in learning during the instructional time.</i></p>	<p><i>Teacher understands individual and group motivation and behavior and creates a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Teacher does not leave students unsupervised and a majority of students are actively engaged in learning during the instructional time.</i></p>	<p><i>Teacher understands individual and group motivation and behavior and creates a supportive, safe, and respectful learning environment that ensures positive social interaction, active engagement in learning and self-motivation. Teacher does not leave students unsupervised and all students are actively engaged in learning during the instructional time.</i></p>	<p><i>Teacher has a thorough understanding of the motivation and behaviors of his/her particular students, allowing him/her to create a supportive, safe, and respectful learning environment that ensures positive social interaction. Students are self-motivated and take full responsibility for their own learning. Teacher does not leave students unsupervised and all students are actively engaged in learning during the instructional time.</i></p>
<p>The teacher expects the support staff to teach initial lessons.</p>	<p>The teacher does not always teach the initial lesson, but expects support staff to do so..</p>	<p>The teacher always teaches initial lessons and the support staff provides increase opportunities for correct responses. The teacher monitors support staff & offers feedback.</p>	<p>The teacher always teaches initial lessons and the support staff provides increase opportunities for correct responses. The teacher monitors support staff interactions and offers feedback regularly.</p>	<p>The teacher always teaches initial lessons and the support staff provides increased opportunities for correct responses. The teacher always monitors support staff interactions carefully and will support staff interactions and offers scheduled feedback and shares support staff training with colleagues.</p>

Questions to consider:

- Is the room an inviting place where kids want to be?
- Do students feel safe and respected?
- Does the teacher follow appropriate procedure for documented late arrival or absence?
- Does the teacher allow students to leave the instructional setting?
- Does the teacher state the rules in positive manner?
- Are students engaged in meaningful learning during the whole instructional period?
- *Do teachers expect the staff to be positive with students and model expected interactions with children.*

Notes:

2. **CLASSROOM ENVIRONMENT (cont.)**

B. STUDENT BEHAVIOR - Teacher appropriately manages student behavior.				
INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher's standards of conduct are unclear, inappropriate, or inconsistent with school policies.</i></p> <p><i>Teacher is not always cognizant of student behavior, which is often inappropriate.</i></p> <p><i>Teacher response to misbehavior is inappropriate and unsuccessful. Does not communicate negative behaviors with parent/guardian.</i></p> <p><i>Support staff is confused about the expectations in the classroom. Teacher does not take the lead and explain expectation.</i></p>	<p><i>Teacher's standards of conduct are generally clear, appropriate and consistent with school policies. Teacher is usually cognizant of but misses some student behavior. Teacher is not yet able to handle all misbehavior in the classroom and often relies on administrators to step in. However, the teacher does generally respect the student's dignity and is willing to communicate negative behaviors with parent/guardian</i></p> <p><i>Support staff is often confused about the classroom expectations. Teacher often does not take the lead and explain expectations.</i></p>	<p><i>Teacher's standards of conduct are clear, appropriate and consistent with school policies & individual or classroom behavior plans. Teacher is cognizant of student behavior at all times. Student behavior is generally appropriate and teacher response to misbehavior is appropriate and successful, respecting the student's dignity.</i></p> <p><i>Teacher communicates positive/ negative behaviors with parent/guardian.</i></p> <p><i>The teacher expects his/her support staff to follow individual behavior plans and classroom behavior techniques.</i></p>	<p><i>Teacher's standards of conduct are completely clear, appropriate and consistent with school policies & individual or classroom behavior plans. Teacher is cognizant of student behavior at all times and is able to circumvent misbehavior. Student behavior is usually appropriate and teacher response to misbehavior is appropriate and highly successful, respecting student's dignity. Teacher gets parents/guardians involved in guiding the student to proper classroom behavior.</i></p> <p><i>The teacher actively trains the support staff to follow individual behavior plans & classroom behavior plans, teaches techniques, and models expected teacher/ student interactions.</i></p>	<p><i>Teacher's standards of excellent conduct are absolutely clear, appropriate and consistent with school policies. Teacher is cognizant of student behavior at all times and is able to circumvent misbehavior. . On the rare occasion when the teacher does have to respond to misbehavior, that response is highly appropriate and successful, respecting the student's dignity while making it perfectly clear that said behavior will not be repeated. Teacher gets parents/guardians involved in guiding the student to proper classroom behavior.</i></p> <p><i>The teacher actively trains his/his support staff & other teachers to follow and develop behavior plans, teaches techniques, and models expected teacher/student interactions.</i></p>

Questions to consider:

- Is the teacher implementing an effective discipline plan?
- Are the students aware of this plan?
- Are their positive behavior supports in place?
- Does the teacher take initiative to involve parents?
- *Is support staff aware of both individual and classroom behavior plans.*

Notes:

2. **CLASSROOM ENVIRONMENT (cont.)**

C. **TIME MANAGEMENT** - Teacher makes maximal use of instructional time.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher does not use a significant portion of available class time for instruction and/or learning activities. There is an excessive amount of wasted time. Lessons and resources are not prepared in advance. Transitions are disruptive, student digressions are frequent, and non-instructional duties result in loss of instructional time. Students do not return to task after unavoidable interruptions. Many students are not engage in appropriate activities.</i></p>	<p><i>Teacher generally uses available class time for instruction and/or learning activities with little wasted time. Most lessons and resources are planned in advance and ready to go. Transitions are often disruptive, as are student digressions. Non-instructional duties are generally completed with minimal loss of instructional time. Students are slow to return to task after unavoidable interruptions. Some students are not engaged in activities.</i></p>	<p><i>Teacher uses available class time for instruction and/or learning activities with little or no wasted time. Lessons and resources are ready to go. Transitions are smooth, student digressions are discouraged, and non-instructional duties are completed with minimal loss of instructional time. Students return to task after unavoidable interruptions. The majority of the students are scheduled in appropriate activities throughout the day.</i></p>	<p><i>Teacher uses available class time for instruction and/or learning activities with no wasted time. Teacher often uses prep time to instruct students. Lessons and resources are planned in advance and go according to plan. Transitions are hardly noticeable, student digressions are redirected, and non-instructional duties are completed with little or no loss of instructional time. Students quickly return to task after unavoidable interruptions. All students are scheduled in appropriate activities throughout the day.</i></p>	<p><i>Teacher uses available class time for instruction and/or learning activities with no wasted time. Teacher often uses prep time, as well as time before and after school to instruct students. Lessons and resources are planned in advance and go according to plan. Transitions are seamless, there are no student digressions, and non-instructional duties are completed with no loss of instructional time. Students immediately return to task after unavoidable interruptions. All students are engaged in appropriate activities throughout the day and learning is expected to continue outside of the school hours.</i></p>

Questions to consider:

- Are there effective procedures in place to allow classroom to run smoothly and efficiently?
- Is there evidence that students follow the procedures of the classroom?
- Does the teacher use his/her time effectively throughout the workday?
- Does the teacher effectively use all of the instructional time?
- *If a student needs an individual schedule, does he or she follow it? Does the teacher refer to it?*

Notes:

2. **CLASSROOM ENVIRONMENT (cont.)**

D. **RELATIONSHIPS WITH STUDENTS** - Teacher creates a classroom environment of respect and rapport.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher/Student interactions are negative, demeaning, sarcastic, or inappropriate for age and/or culture groups. There is tension and conflict in the classroom. Students exhibit disrespect for the teacher and for each other.</i></p> <p>The teacher does not have an expectation that students will be treated respectfully by support staff.</p>	<p><i>Teacher/Student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' age and/or cultures. Students exhibit only minimal respect for the teacher and occasional disrespect toward one another.</i></p> <p>Teacher expects the support staff to treat students with respect.</p>	<p><i>Teacher/Student interactions are friendly and demonstrate general warmth, caring, and respect. Interactions are appropriate for age and/or culture groups. Students exhibit respect for the teacher and are generally polite to each other.</i></p> <p>Teacher expects the support staff to treat students with respect and models appropriate interactions.</p>	<p><i>Teacher/Student interactions are always friendly and demonstrate warmth, caring, and respect. Interactions are always appropriate for age and/or culture groups. Students exhibit great respect for the teacher and for one another.</i></p> <p>. Teacher clearly expects support staff to treat students with respect and will remind the support staff to do so. Teacher models appropriate interactions</p>	<p><i>Teacher demonstrates genuine caring and respect for individual students with high regard for their age and/or culture. Students exhibit respect for the teacher in and out of the classroom. Students demonstrate genuine caring for one another as individuals.</i></p> <p>Teacher clearly expects support staff to treat students with respect and will remind the support staff to do so. Teacher models and trains staff to use appropriate student interactions.</p>

Questions to consider:

- Does the teacher treat the students with respect?
- Do the students treat the teacher with respect?
- *Does the teacher expect para professional to treat students respectfully?*

Notes:

3. INSTRUCTION

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

A. **COMMUNICATION** - Teacher communicates clearly and accurately at all times.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher's spoken language is inaudible, or written language is illegible. May contain grammar and syntax errors, inappropriate to students' maturity/ability level. Teacher expectations are confusing to students.</i></p> <p>Teacher never differentiates instruction to insure the all students can participate and learn</p> <p>Teacher's directions to support staff are consistently not clear and the support staff does not understand student expectations .</p>	<p><i>Teacher's spoken language is audible, and written language is legible, but may be inappropriate to students' maturity/ability level. Teacher expectations are clarified or simplified after initial student confusion.</i></p> <p>Teacher rarely differentiates instruction to insure the all students can participate and learn</p> <p>Teacher's directions to support staff are often unclear and the support staff is often not sure of the student's expectation.</p>	<p><i>Teacher's spoken and written communications are clear, accurate, and appropriate to students' maturity/ability level. Teacher expectations are clear to students and contain an appropriate level of detail.</i></p> <p>Teacher differentiates instruction to insure the all students can participate and learn.</p> <p>Teacher's directions to support staff regarding learning are clear and allow classroom support staff to assist the students and the support staff is given feedback.</p>	<p><i>Teacher's spoken and written communications are clear and accurate, enhancing the learning process for students. Teacher expectations are abundantly clear to students and contain exactly the right level of detail.</i></p> <p>Teacher differentiates instruction multiple times per day to insure the all students can participate and learn.</p> <p>Teacher's direction to support staff regarding learning is extremely clear. Support staff is able to assist children in learning and always understand the expectations and the support staff is given regular feedback.</p>	<p><i>Teacher is a model of effective communication. Syntax, vocabulary, and expression enrich the learning experience for students. Teacher expectations are clear, detailed and understood by all levels of students??</i></p> <p>Teacher differentiates instruction multiple times per day to insure the all students can participate and learn and shares ways to differentiate instruction with other teachers.</p> <p>Teacher's direction to support staff is extremely clear. The support staff is able to assist children in learning and they always understand the expectations and the support staff is given feedback on a regularly scheduled basis.</p>

Questions to consider:

- Do the students know what they are supposed to do during the instructional period?
- *Is the support staff able to follow teacher directions and do they know the learning objectives for the students?*

Notes:

3. **INSTRUCTION** (cont.)

B. **CURRICULUM** - Teacher provides appropriate content aligned with the Michigan GLCEs, HSCEs and *exGLCEs*.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Teacher frequently digresses from appropriate content aligned with the appropriate standards. Does not collaborate with colleagues on curriculum development.</i>	<i>Teacher generally provides appropriate content aligned with the appropriate standards. Is somewhat resistant to collaborating with colleagues on curriculum development.</i>	<i>Teacher provides appropriate content aligned with the appropriate standards. Collaborates with colleagues on curriculum development.</i>	<i>Teacher always provides appropriate content aligned with the appropriate standards. Seeks out opportunities to collaborate with colleagues on curriculum development.</i>	<i>Teacher always provides appropriate enhanced content aligned with the appropriate standards. Serves as a leader among colleagues on curriculum development.</i>

Questions to consider:

- Is there evidence of the lesson being linked to the GLCEs/HSCEs/ *exGLCE*'s.

Notes:

3. **INSTRUCTION** (cont.)

C. **STUDENT ENGAGEMENT** - Teacher consistently engages students in the learning process.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Students are not engaged in the lesson. Many students are doing something unrelated to the class. There are no opportunities for meaningful discussions or meaningful activity.</i>	<i>Most students are engaged in the lesson, but some are not. Some students are doing something unrelated to the class. There are some opportunities for meaningful discussions or meaningful activity.</i>	<i>All students are engaged in the lesson or an individualized lesson. If not teacher deals appropriately with any who are not. Very few students are doing something unrelated to the class or an individualized learning activity. There are multiple opportunities for meaningful</i>	<i>All students are consistently engaged in the lesson or an individualized lesson. . Most students participate in meaningful discussions, constructively responding to each other's comments, and initiating their own questions or participate in</i>	<i>All students are consistently engaged in the lesson. Students consistently and regularly participate in meaningful discussions, constructively responding to each other's comments, and initiating their own questions or participate in meaningful activity.</i>
For students with special communication needs: Teacher does not model expectations	For students with special communication needs: Teacher does not always model			

<p>to support staff and do not expect that the students have access to appropriate communication systems/opportunities. Opportunities are not given to allow students to make choices, comments, requests, and to communicate needs. The communication system(s)/opportunities are not always available.</p>	<p>expectations to support staff and do not always expects that the students have access to appropriate communication systems/opportunities. Opportunities are not always given to allow students to make choices, requests, comments, and to communicate needs. The communication system(s)/opportunities are always not always available.</p>	<p><i>discussion/learning activities.</i> For students with special communications needs: Teachers model communication expectations to support staff and expect that the students have access to appropriate communication systems./opportunities. Opportunities are given to allow students to make choices, requests, comments, and to communicate needs. The communication system(s)/opportunities are always available, including the buses.</p>	<p><i>meaningful activity.</i> For students with special communications needs: Teachers model communication expectations to support staff and expect that the students have access to appropriate communication systems./opportunities. Opportunities are given to allow students to make choices, comments, requests, and to communicate needs. The communication system(s)/opportunities are always available, including the buses. Teacher seeks additional knowledge or requests advice from those knowledgeable in the field to increase student communication skills.</p>	<p>. For students with special communications needs: Teachers model communication expectations to support staff and expect that the students have access to appropriate communication systems./opportunities. Opportunities are given to allow students to make choices, requests, comments, and to communicate needs. The communication system(s)/opportunities are always available, including the buses. Teacher seeks additional knowledge or requests advice from those knowledgeable in the field to increase student communication skills and continually adjust & adapts student communication systems/support to reflect changing skills.</p>
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Question to Consider:

- Does the teacher ask probing questions?
- Does the teacher get everyone to participate?
- Are students able to explain their thinking?
- Is there rigor?
- Does the teacher check for understanding from all students?
- *Does the teacher demonstrate ways that all students can participate in instruction regardless of abilities levels?*

Notes:

3. **INSTRUCTION** (cont.)

D. **EXPECTATIONS** - Teacher holds high expectations for teacher and student performance.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Teacher does not understand and is not committed to the mission of the school and district. Accepts sub-standard work, does not hold students accountable, and lacks confidence in students' ability to learn</i>	<i>Teacher demonstrates a general understanding of and commitment to the mission of the school and district. Sometimes accepts sub-standard work, does not always hold students accountable, and demonstrates lack of confidence in students' ability to learn.</i>	<i>Teacher demonstrates understanding of and commitment to the mission of the school and district. Establishes and maintains standards for quality work, holds students accountable and demonstrates confidence in students' ability to learn.</i>	<i>Teacher understands and is dedicated to the mission of the school and district. Establishes and maintains high standards for quality work, holds students completely accountable, and believes that students have the ability to learn.</i>	<i>Teacher believes in and promotes the mission of the school and district. Establishes and insists upon high standards for student work of exceptional quality. Holds students completely accountable for their work and behavior, and firmly believes that students have the ability to learn.</i>

Questions to consider:

- Does the teacher show an appropriate distribution of grades/*appropriate expectations for all students*?
- Is there rigor?
- Are students learning? *Is there evidence?*

Notes:

3. **INSTRUCTION** (cont.)

E. **FEEDBACK** - Teacher enhances student learning by providing appropriate and regular instructional feedback to all students *and/or their parents*.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Teacher inhibits student learning by providing less than regular instructional feedback or inappropriate feedback.</i>	<i>Teacher does not enhance student learning by providing appropriate and regular feedback to students and/or their parents.</i>	<i>Teacher enhances student learning by providing appropriate and regular instructional feedback to most students and/or parents Students and/or their parents understand how they are performing in all areas of instruction including behavior, work experience, etc.</i>	<i>Teacher enhances student learning by providing appropriate and regular instructional feedback to all students and/or parents. Students and/or their parents are regularly informed about their progress in all areas of instruction including behavior, work performance, etc.</i>	<i>Teacher substantially enhances student learning by providing exceptional instructional feedback to all students and/or parents. Student progress is reported to the students/and or their parent on a continuous basis and is in all areas of instruction including behavior, work performance etc.</i>

Questions to consider:

- Does the teacher model his/her thinking processes?
- Is there timely grading of assignments?
- *Is grading differentiated and it noted that it is?*
- *Do students know how what to do to earn specific scores and do they know their grades in classes?*

Notes:

4. PROFESSIONAL RESPONSIBILITIES

An effective teacher is an ethical, contributing, and life-long learning member of the profession.

A. **RECORD KEEPING** – Teacher keeps accurate records in accordance with school policy.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher is unorganized, does not take attendance, does not keep grade book up to date, or complete necessary paperwork, e.g. progress notes in a timely fashion. Does not use an effective system for tracking student progress. Does not comply with school policies concerning record keeping. IEPs are often not completed on time and multiple errors are made. Progress notes are often completed late and have multiple errors.</i></p>	<p><i>Teacher is somewhat organized and is not consistent in taking attendance, keeping grade book up to date, or completing necessary paperwork in a timely fashion. System for tracking student progress needs improvement. Generally complies with school policies concerning record keeping. IEPs are completed on time, however errors are made. Progress notes often need correcting..</i></p>	<p><i>Teacher is well-organized, consistently takes attendance, keeps the grade book up to date, and completes necessary paperwork in a timely fashion. Uses an efficient system for tracking student progress. Complies with school policies concerning record keeping. IEPs and progress notes are done on time with minimal errors.</i></p>	<p><i>Teacher is very well organized and is diligent about taking attendance according to school policy every day, updating grade book more often than required, and completing necessary paperwork quickly and correctly. Uses a highly effective system for tracking student progress and goes beyond mere compliance with school policies concerning record keeping. IEPs and progress notes are done on time without errors and can be used as a model for other teachers.</i></p>	<p><i>Teacher is a model of organization and is diligent about taking attendance according to school policy every day, updating grade book at least weekly, and completing necessary paperwork quickly and correctly. Uses an innovative and highly effective system for tracking student progress. Goes beyond mere compliance with school policies concerning record keeping and assists colleagues in meeting this standard. IEPs and progress notes are done on time without errors and can be used as a model for other teachers and shares methods for tracking progress and writing IEPs.</i></p>

Questions to consider:

- Does the teacher update their student information system on a regular basis?
- Is there evidence of student progress?
- *Are the grades and the progress notes clear and a true indication of student progress?*

Notes:

4. PROFESSIONAL RESPONSIBILITIES (cont.)

B. RELATIONSHIPS WITH PARENTS/GUARDIANS – Teacher maintains positive relationships with the families of their students. .

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Teacher makes no effort to engage parents and/or guardians in the educational process. No documentation exists of parent/home contact. Does not answer e-mails or return phone calls from parents. Teacher/home contacts are confrontational.</i>	<i>Teacher makes a limited effort to engage parents and/or guardians in the educational process. Minimal documentation exists of parent/home contacts. Does not always answer e-mails or return phone calls from parents. Teacher/home contacts are generally professional and cordial, but teacher needs improvement in this area.</i>	<i>Teacher makes a reasonable effort to engage parents and/or guardians in the educational process, as evidenced by documentation. Promptly answers e-mails and returns phone calls from parents. Teacher/home contacts are handled in a professional and cordial manner.</i>	<i>Teacher often makes effort to engage parents and/or guardians in the educational process, as evidenced by thorough documentation. Promptly answers e-mails and returns phone calls from parents and often initiates the first home contact. Teacher/home contacts are professional, cordial, and productive.</i>	<i>Teacher makes every effort to engage parents and/or guardians in the educational process, as evidenced by thorough documentation. Encourages parents and students to contact him/her through a variety of methods and maintains a presence online. Teacher/home contacts are professional, cordial, and productive.</i>

Questions to consider:

- Is there evidence from emails, log entries and parent/teacher conference attendance?
- Is there lack of complaints about teacher performance?
- Does the teacher make an effort to draw the parent into the educational process at IEP meetings and other parent teacher meetings?

Notes:

4. PROFESSIONAL RESPONSIBILITIES (cont.)

C. **PROFESSIONAL DEVELOPMENT** – Teacher is a life-long learner, maintains current certification, and demonstrates a commitment to his/her own professional development as a teacher.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<p><i>Teacher is in danger of missing certification deadline or losing “Highly Qualified” status. Does not take advantage of opportunities to improve as a teacher. Does not attend local in-service activities or arrives late and/or leaves early. Does not make an effort to stay current in respective discipline. Does not collaborate professionally with colleagues.</i></p> <p>Teacher does not integrate knowledge gained through PD in his/her classroom.</p>	<p><i>Teacher is “Highly Qualified” with appropriate certification. Occasionally takes advantage of opportunities to improve as a teacher. Attends but does not fully participate in local in-service activities. Stays current in respective discipline, but does not collaborate well with colleagues for professional growth. Teacher is rarely observed integrating knowledge gained through PD in his/her classroom.</i></p>	<p><i>Teacher is “Highly Qualified” with appropriate certification. Often takes advantage of opportunities to improve as a teacher. Attends and participates in local in-service activities. Stays current in respective discipline and collaborates with colleagues for professional growth. Teacher is observed integrating knowledge gained through PD in his/her classroom.</i></p>	<p><i>Teacher is “Highly Qualified” with appropriate certification. Seeks out opportunities to improve as a teacher. Attends and enthusiastically participates in local in-service activities. Stays current in respective discipline and encourages collaboration with colleagues for professional growth. Teacher not only integrate knowledge gained through PD, but will share how he or she has incorporated the new information.</i></p>	<p><i>Teacher is “Highly Qualified” with appropriate certification. Often seeks out opportunities to improve as a teacher. Helps design local in-service activities. Conducts workshops and training sessions. Is on the cutting edge in respective discipline and provides leadership in collaborating with colleagues for professional growth.</i></p> <p>The teacher will not only integrate knowledge gained through PD, but will find new ways to share how he or she has incorporated the new information. For example: Using blogs, e-mail, video taping, etc.</p>

Supporting Examples:

4. PROFESSIONAL RESPONSIBILITIES (cont.)

D. **COMMITMENT TO THE SCHOOL AND DISTRICT** – Teacher exhibits professional behavior at all times and demonstrates commitment to the district in and out of the classroom.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Teacher does not advocate for students and is, in fact, sometimes adversarial in dealing with student issues. Is not always cordial and professional toward colleagues. Is often unprofessional in behavior, appearance, and/or communications. Does not recognize the value of and is not sensitive to students' activities outside his/her classroom and is not supportive of those activities.</i>	<i>Teacher does not always actively advocate for students, but is not adversarial in dealing with student issues. Generally maintains cordial and professional relationships with colleagues. Generally maintains professional demeanor in behavior, appearance, and communications. Recognizes the value of and is sensitive to students' activities outside his/her classroom and is generally supportive of those activities.</i>	<i>Teacher advocates for students and maintains cordial and professional relationships with colleagues. Maintains professional demeanor in behavior, appearance, and communications. Recognizes the value of and is sensitive to students' activities outside his/her classroom and is supportive of those activities.</i>	<i>Teacher consistently advocates for students and works to maintain cordial and professional relationships with colleagues. Is always professional in behavior, appearance, and communications. Facilitates one or more student activities outside his/her classroom. Supports outside activities and attends student events as chaperone or spectator.</i>	<i>Teacher consistently and effectively advocates for students and initiates cordial and professional relationships with colleagues. Is a role model in professional behavior, appearance, and communications. Facilitates one or more student activities outside his/her classroom. Encourages and assists students in outside activities and attends several student events per year.</i>

• **Supporting Examples:**

Teacher Name:

Observation Notes:

PLANNING AND PREPARATION	EXAMPLES
<ul style="list-style-type: none">• Content Knowledge – <i>demonstrates knowledge of content and pedagogy.</i>	
<ul style="list-style-type: none">• Knowledge of Students – <i>understands how individual children learn and develop.</i>	
<ul style="list-style-type: none">• Instructional Design – <i>creates instructional opportunities using a wide variety of effective teaching strategies.</i>	
<ul style="list-style-type: none">• Assessment – <i>develops appropriate processes for evaluating and recording student progress.</i>	
CLASSROOM ENVIRONMENT	EXAMPLES
<ul style="list-style-type: none">• Culture for Learning – <i>maintains a safe, positive classroom environment conducive to student learning.</i>	
<ul style="list-style-type: none">• Student Behavior – <i>appropriately manages student behavior.</i>	
<ul style="list-style-type: none">• Time Management – <i>makes maximal use of instructional time.</i>	

- Relationships with Students – *creates a classroom environment of respect and rapport.*

INSTRUCTION	EXAMPLES
<ul style="list-style-type: none"> • Communication – <i>communicates clearly and accurately.</i> 	
<ul style="list-style-type: none"> • Curriculum – <i>provides appropriate content aligned with the Michigan Merit Curriculum.</i> 	
<ul style="list-style-type: none"> • Student Engagement – <i>consistently engages students in the learning process.</i> 	
<ul style="list-style-type: none"> • Expectations – <i>holds high expectations for teacher and student performance.</i> 	
<ul style="list-style-type: none"> • Feedback – <i>regularly informs students and parents of student progress and uses achievement data to make adjustments to instruction.</i> 	
	EXAMPLES

PROFESSIONAL RESPONSIBILITIES

- Record Keeping – *keeps accurate records in accordance with school policy.*
- Relationships with Families – *maintains positive relationships with students' families.*
- Professional Development – *life-long learner, maintains current certification, and demonstrates a commitment to his/her own professional development as a teacher.*
- Commitment to the School and District – *exhibits professional behavior and demonstrates commitment to the district in and out of the classroom*

Teacher Scoring Section

Teacher _____

Evaluator _____

Overall Rating _____

Ratings: *Ineffective*= 1 *Minimally Effective*=2 *Effective*=3 *High Effective*=4
Distinguished= 5

Planning and Preparation

Content Knowledge = _____
Knowledge of Students= _____
Instructional Design= _____
Assessment= _____

Classroom Environment

Culture for Learning= _____
Student Behavior= _____
Time Management= _____
Relationship with students= _____

Instruction

Communication= _____
Curriculum= _____
Student Engagement= _____
Expectations= _____
Feedback= _____

Professional Responsibilities

Record Keeping= _____
Relationship with Families= _____
Professional Development= _____
Commitment to the School District= _____

Total Score= Divided by 17=

Teacher Instruction Practice and Professional Value Rating:

Determining Student Growth

TEACHER'S NAME _____

DEPARTMENT _____

1. ACADEMIC OUTCOMES

Pre-Instructional Data (i.e.; pre-test)	Post-Instructional Data (i.e.; post-test)	Conclusions (% showing improvement)

2. INTELLECTUAL GROWTH

Pre-Instructional Data (i.e.; September Journal Entries)	Post-Instructional Data (i.e.; April Journal Entries)	Conclusions (% showing improvement)

3. ATTITUDINAL CHANGES

Pre-Instructional Data (i.e.; Sept. Homework Completion)	Post-Instructional Data (i.e.; Apr. Homework Completion)	Conclusions (% showing improvement)

ADDITIONAL COMMENTS: _____

Ratings: *Ineffective*= 50% or less show growth. Point value: **1**
Minimally Effective=50%-70% show growth. Point value: **2**
Effective= 71-85% show growth. Point value: **3**
High Effective: 86-95% show growth Point value: **4**
Distinguished; 95-100% show growth. Point value: **5**

The percentages above will be determined by evaluating data gathered by the teacher. The teacher and the evaluator will examine pre and post data that has been gathered throughout the entire school year. A student, who has not shown growth in academics, may show growth in attitudinal changes. The documentation needs to be shared with the evaluator.

TEACHER NAME:

SUMMATIVE RATING MATRIX: (VERTICAL IS INSTRUCTIONAL PRACTICE AND PROFESSIONAL VALUE SCORE. HORIZONTAL IS THE STUDENT ACHIEVEMENT SCORE.)

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
INEFFECTIVE	Ineffective	Ineffective	Minimally Effective	Effective	Effective
MINIMALLY EFFECTIVE	Ineffective	Minimally Effective	Minimally Effective	Effective	Highly Effective
EFFECTIVE	Ineffective	Minimally Effective	Effective	Highly Effective	Distinguished
HIGHLY EFFECTIVE	Minimally Effective	Effective	Highly Effective	Highly Effective	Distinguished
DISTINGUISHED	Effective	Effective	Highly Effective	Distinguished	Distinguished

SUMMATIVE RENEWAL/DISMISSAL MATRIX

EXPERIENCE (in years)	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
1	Renew if improving	Renew if improving	Renew	Renew	Renew
2	Dismiss	Renew if improving	Renew	Renew	Renew
3	Dismiss	Dismiss	Renew	Renew	Renew
4	Dismiss	Dismiss	Renew	Renew	Renew
5	Dismiss	Dismiss	Tenure	Tenure	Tenure

Teacher Rating: **Summative:** Renew or Dismissal

Comments:

Principal/Evaluator Signature: _____ **Date:**

Student Survey (optional)

Your Name _____ : _____ Teacher: _____

School Year _____ Class Period _____

<i>In this class...</i>	<i>Agree</i>	<i>Disagree</i>	<i>Neutral</i>
1. I learned a lot			
2. My needs as a learner were understood by the teacher.			
3. My teacher used a variety of teaching techniques.			
4. We used current technology for learning.			
5. Lessons were well organized.			
6. Students were well behaved and I enjoyed being there.			
7. Class time was used for teaching and learning.			
8. My thoughts and opinions were heard and respected.			
9. Students were treated with respect.			
10. I felt cared about as a student and a person.			
11. I was interested and paid attention.			
12. I was encouraged to think originally and analytically.			
13. The teacher had a positive attitude toward school and students.			
14. My work was graded fairly and in a timely manner.			
15. It was easy to understand what was expected of me.			
16. Homework expectations were reasonable.			
17. I could get extra help outside of class time.			

Other Comments:

