**Teacher Evaluation - Michigan**

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| **TEACHER’S NAME** | | **SCHOOL**  **Cesar Chavez Academy Lower Elementary** | **SUBJECT(S)** |
| **DATE of HIRE**  **\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_** | **TIME in POSITION**  **\_\_\_\_\_\_\_\_ years \_\_\_\_\_\_\_\_ months** | **APPRAISAL PERIOD**  **\_\_\_ fall \_X\_\_spring YEAR:\_2014\_\_** | **NEXT APPRAISAL**  **\_\_\_ fall \_X\_ spring YEAR:\_2015\_\_\_** |
| **APPRAISER’S NAME**  **Gabriela Jaime** | | **APPRAISER’S TITLE**  **School Leader** | **DATE of THIS APPRAISAL**  **\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_** |

Rating Overview

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| **3** | **HIGHLY EFFECTIVE** | Always exceeds performance standards, demonstrates a level of mastery appropriate to mentor others. |
| **2** | **EFFECTIVE** | Consistently meets performance standards and meets expectations. |
| **1** | **INEFFECTIVE** | Fails to meet most performance standards. An improvement plan must be implemented. |

High Leverage Factors for All Students

|  |  |  |  |  |
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| **50%** | **Area of Evaluation** | **1** | **2** | **3** |
| **55 Measurable achievement growth- based on End of the year data analysis** | | 0-34 | 35-44 | 45-55 |
|  | |  |  |  |
| **50 Individual classroom growth**  Pre and post assessments for all courses taught show growth for all students who begin and finish their courses. | |  |  |  |
| **artifacts:** pre and post tests, course retention rates, MEAP, MME/ACT, Plan/Explore, DIBELS, Scantron, NWEA, ITBS, AIMSWeb, DRA, etc. Include data for the teacher’s most recent consecutive 3 years or, if 3 years of data are not available, as many years as available. | | | | | |
| **comments:** | | | | | |
| **Measurable COLLECTIVE achievement growth** | |  | 10% | |
| **5 Overall school growth**  The school reaches the goals outlined by its school improvement plan and demonstrates growth for all students. | | Not Fully Met | Achieved | Exceeded |
| **artifacts:** AYP data, student growth data | | | | | |
| **comments:** | | | | | |
| **ACHIEVEMENT GROWTH AVERAGE TOTALS**  **0-34 Points= “Ineffective”, 35-44 Points= “Effective”, 45+ points= “Highly Effective”** | |  | | | |

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| **50 Instruction** | | **Ineffective** | | | **Effective** | | **Highly Effective** | | |
| **Engages all students effectively** | | **1** | | | **2** | | **3** | | |
| The teacher uses deliberate engagement strategies that keep students tuned in to the class. Teachers may do this through CPS systems, strategic partnering, cooperative learning, ‘do now’ and closing activities, requiring 100% work before moving forward, ‘popcorn’, calling on students randomly, constant circulation through the classroom, call and response, and more. | | | | | | | | | | |
| **artifacts:** engagement walkthrough tools, engagement portion of student survey, observations/EEP, classroom walkthrough tool, course pass rates | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
|  | | **1** | | | **2** | | **3** | | |
| **Employs scaffolded, rigorous, and relevant lessons** | |  | | |  | |  | | |
| The teacher creates lessons that mesh with maps and pacing guides. Teacher provides necessary background building to make content comprehensible, then moves forward through Bloom’s Taxonomy to provide activities and assessments rich in rigor. | | | | | | | | | | |
| **artifacts:** lesson plan review, rigor & relevance portion of student survey, student pass rates, maps and pacing guides, observations/EEP, classroom walkthrough tool, integration of common core reading and writing standards, grade distribution report | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
|  | **Area of Evaluation** | | | **Ineffective** | | **Effective** | | **Highly Effective** | |
|  | | | | **1** | | **2** | | **3** | |
| **Delivers effectively** | | | |  | |  | |  | |
| The teacher utilizes strategies and techniques that grab students’ attention and make content material as impactful as possible. Teachers may do this through innovative technology integration, multiple intelligence activities, dramatic activities, dynamic storytelling, hands-on activities, problem-based learning, projects that offer choice, connecting material to students lives and today’s world, etc. Classroom procedures are in place that support student learning and instructional goals. | | | | | | | | | | |
| **artifacts:** dynamic portion of student survey, observations/EEP, classroom walkthrough tool | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
|  | | | | **1** | | **2** | | **3** | |
| **Monitors, adjusts, and differentiates using formal/summative assessment data** | | | |  | |  | |  | |
| The teacher collects data from grade level appropriate quizzes, tests, and assignments . . . then uses the data to modify whole-class instruction AND differentiate on an individual level. Students receive regular communication about what they have and haven’t mastered and are given appropriate support to achieve unmet objectives. | | | | | | | | | | |
| **artifacts:** assessment portion of student survey, grade book data, course pass rates, lesson plan review, maps, pre-post test analysis, use of test data, grade distribution report | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
|  | | | | **1** | | **2** | | | **3** |
| **Monitors, adjusts, and differentiates using informal/formative assessment data** | | | |  | |  | | |  |
| The teacher has students explain concepts and assignments to each other. Students are required to provide live, grade level appropriate feedback (CPS systems, thumbs up/down, multiple choice cards, etc) to show understanding during instruction. Students may be asked to repeat instructions to the teacher or each other. | | | | | | | | | | |
| **artifacts:** assessment portion of student survey, grade book data, course pass rates, lesson plan review, observations/EEP, classroom walkthrough tool, maps, pre-post test growth, remediation calendar of activities, ELL/SpecEd documentation, democratic understanding protocol, grade distribution report | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
|  | | | | **1** | | **2** | | | **3** |
| **Collaborates openly and regularly** | | | |  | |  | | |  |
| The teacher projects a true ‘growth mindset’ by always striving to improve and grow. He/she collaborates regularly with peers/coaches/administration about student learning, curriculum, and instruction, then responds in word and action to improve instructional skill. The teacher pursues individualized professional development that is meaningful to his/her practice and works cooperatively with others. | | | | | | | | | | |
| **artifacts:** professional development certificates, transcripts, service on school improvement team or other teams, completion of goals on prior year’s evaluation, observations, service record as a mentor teacher or coach | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
|  | | | | **1** | | **2** | | | **3** |
| **Sets the physical stage for learning** | | | |  | |  | | |  |
| The teacher designs and maintains a physical classroom that supports learning in both aesthetic and function. Seating arrangements maximize supervision and data collection. Minimal space is taken up by teacher desk and storage, as room for student learning and movement takes priority. The classroom walls hold rich instructional materials and a variety of student-created models for class assignments. The room is streamlined so that it is not visually distracting to students who struggle maintaining attention. The room is also organized, orderly, and clean so that the teacher communicates a subtext of professionalism, competence, and pride. Students are seated to best facilitate learning and technology is situated so that it can be easily used and seen by all. | | | | | | | | | | |
| **artifacts:** physical classroom audit, seating chart, observations/EEP, classroom walkthrough tool | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
|  | | | **1** | | | **2** | | | **3** |
| **Sets the emotional stage for learning and builds relationships** | | |  | | |  | | |  |
| The teacher designs and supports an environment that is safe, nurturing, structured, and conducive to learning. The teacher is encouraging to all students and actively builds relationships with students that are productive and positive. The teacher leverages relationships to encourage pro-social behavior in contexts outside of the classroom (both on and off campus). The teacher actively uses innovative strategies to motivate unmotivated students and prevents or internally handles minor class management issues effectively. | | | | | | | | | | |
| **artifacts:** relationships portion of student survey, adherence to PBS plan, SWIS data, retention rates, attendance rates, referrals to counselor/admin/social worker or other behavior interventionists (when necessary), observations/EEP, classroom walkthrough tool | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
|  | | | **1** | | | **2** | | | **3** |
| **Focuses on learning more than teaching** | | |  | | |  | | |  |
| Although cognizant of instructional materials and strategies, the teacher’s written plans and classroom management provide such a solid  foundation for instruction that they are free to seriously focus on measuring how well students are grasping the material. | | | | | | | | | | |
| **artifacts:** course pass rates, reconciliation between lesson plans/maps and grade book, MEAP/Scantron or other benchmark assessment scores, assessment & feedback portion of student survey, student engagement walkthrough tool, student engagement documented on lesson plans, observation/EEP | | | | | | | | | | |
| **comments:** | | | | | | | | | | |
| **INSTRUCTION TOTAL AND RATING**  **<15 Points= “Ineffective”, 15-20 Points= “Effective”, 21+ Points= “Highly Effective”** | | |  | | | | | | | |

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| **Area of Evaluation** | **Ineffective** | **Effective** | **Highly Effective** |
| **CORE EXPECTATIONS** | | | | |
| **Special education compliance** |  |  |  |
| Teacher completes special education paperwork by deadlines. Teacher makes necessary modifications and accommodations for all special needs students in every class taught. Teacher communicates proactively with parents, students, and Special Ed coordinator | | | | |
| **artifacts:** quarterly SpecEd review, parent feedback, observations/EEP, classroom walkthrough tool, SpecEd pass rates, SpecEd transfer requests, accommodations and modifications as documented in lesson plans, annual reporting findings, IEP documentation | | | | |
| **comments:** | | | | |
| **ELL compliance (if applicable)** |  |  |  |
| Teacher makes content comprehensible for ELL students and provides modifications and support to foster their success. Teacher completes necessary ELL paperwork by given deadlines. | | | | |
| **artifacts:**  ELL review tool, parent feedback, observations/EP, classroom walkthrough tool, ELL pass rates, ELL transfer requests, lesson plans, SIOP | | | | |
| **comments:** | | | | |
| **Professionalism and risk avoidance** |  |  |  |
| The teacher behaves, in word and action, in a professional manner at all times with both internal and external stakeholders. Healthy boundaries are drawn between teacher and student that foster positive, productive relationships. Teacher follows all school and company guidelines regarding transport, social media, and communication. Conduct during staff meetings, parent meetings, professional development sessions, and classroom instruction is polished, controlled, positive, and professional. The teacher protects confidentiality and interacts with all stakeholders in a respectful, productive manner. | | | | |
| **artifacts:** observations/EEPs, classroom walkthrough tool, corrective actions, relationships portion of student survey, social media audit, peer evaluation rating for professionalism | | | | |
| **comments:** | | | | |
| **Operational support** |  |  |  |
| Teacher provides wholehearted operational support to the front office. Attendance policies, grading deadlines, and other criteria are met. | | | | |
| **artifacts:** office or support staff feedback, completion of assignments | | | | |
| **comments:** | | | | |
| **Support of site mission, vision, and culture** |  |  |  |
| The teacher participates in and supports the overall mission, vision, and culture of the school. This is evident in interactions within and outside of his/her classroom. The teacher willingly reaches outside of the classroom to support enrichment programs, recruit teachers and students, and build strategic partnerships that benefit the students, school, and community. The teacher is able to create safe, positive classroom climates in line with the school’s overall mission that offer an optimum learning environment for all students. The teacher strives to inspire and motivate all students. | | | | |
| **artifacts:** observations/EEPs, classroom walkthrough tool, relationship portion of student survey | | | | |
| **comments:** | | | | |

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| **Overall Evaluation Rating** | | **Instruction** | | |
| **Highly Effective** | **Effective** | **Ineffective** |
| **Student Growth** | **Highly Effective** | Highly Effective | Highly Effective | Effective |
| **Effective** | Highly Effective | Effective | Minimally Effective |
| **Ineffective** | Minimally Effective\* | Minimally Effective | Ineffective |

Employee Credentials

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| --- | --- | --- | --- |
| **yes** | **no** | **credential** | **expiration date** |
|  |  | Michigan teaching certificate  type: \_\_\_\_ provisional \_\_\_\_ professional \_\_\_ other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  level: \_\_\_\_ K-5 \_\_\_\_ 6-8/6-9 \_\_\_\_ 9-12 \_\_\_\_ K-12 \_\_\_\_\_\_ other: \_\_\_\_\_  Specific endorsement(s) required:  endorsement:  endorsement: | \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ |
|  |  | “Highly qualified” documentation on file | Update annually |

Employee Comments

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| **Goals/oBjectives**  Use the space below to list your instructional improvement goals to focus on during the upcoming performance appraisal period. Please base your growth goals on the above areas of evaluation. | | |
| **area of evaluation** | **personal goal** | **strategies for reaching goal** |
|  |  |  |
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The signatures below indicate that a conference has been held and the appraisal has been reviewed between the employee and the appraiser. The employee’s signature indicates that s/he has reviewed the appraisal. The employee may include his/her comments, which will become part of the employee’s file. The school leader’s signature indicates that if s/he was not the appraiser, s/he has reviewed the appraisal and supports the ratings and comments as indicated.

|  |  |
| --- | --- |
| EMPLOYEE’S SIGNATURE | DATE  \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ |
| APPRAISER’S SIGNATURE | DATE  \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ |
| SCHOOL LEADER’S SIGNATURE | DATE  \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ |