

# Teacher Evaluation

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Evaluator: Self-Evaluation

School: Central Office

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## Curriculum, Planning, and Assessment

### Standard I: Curriculum, Planning and Assessment

The teacher promotes the learning and growth of all students through designing coherent instruction and authentic and meaningful student assessments, analyzing, student performance and growth, and continuously refining learning objectives.

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Standards: Curriculum maps, lesson plans, plan books, assessments, unit outlines, calendars, trajectories, syllabi, posted standards

Units: Curriculum maps, unit plans/outlines, calendars, timetables, syllabi

Analysis: exam data, spreadsheets, data summaries, clicker data, AIMS, DRA and group development, pre/post test data, mid-year and final exam data summaries, behavior plan data, program monitoring data, formative/summative data

### Formative Indicators

#### Standards

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Has a clearly defined plan for the year that is always aligned with state standards and assessments.	Plans the year for students to meet state standards and to be ready for external assessments.	Has done some planning about how to cover high standards and test requirements.	Plans lesson by lesson and has little familiarity with state standards and tests.

#### Units

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals.	Plans some units backwards with essential questions, knowledge, and skill goals.	Plans units with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.

### Summative Indicators

#### Analysis

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Works with colleagues to analyze and document assessment data, draw conclusions, and use these conclusions to drive instructional changes.	Analyzes data from assessments, draws conclusions, and uses these conclusions to drive instructional changes.	Uses some data to note general patterns for future reference.	Records students' grades without analyzing assessment or instructional data.

## Lessons

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Designs most lessons with clear, measurable goals closely aligned with standards and data analysis.	Designs lessons focused on measurable outcomes aligned with standards and unit goals.	Plans lessons with some consideration of standards or long-term goals.	Plans lessons without consideration of standards and/or not related to long-term goals.

## Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates a high level of expertise in subject area(s) and in understanding child/adolescent development and how students learn.	Knows the subject matter well and has a good grasp of child/adolescent development and how students learn.	Is somewhat familiar with the subject area(s) and/or somewhat familiar with ways students develop and learn.	Has little familiarity with the subject matter or how students learn.

## Assessments

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Prepares quality, on-the-spot, interim, summative, and a wide variety of assessments to monitor student learning.	Plans quality, on-the-spot, and unit assessments to measure student learning.	Creates unit tests as instruction proceeds with inconsistent quality.	Assessments are not fully aligned with instruction and/or quality of assessment is poor.

## Checks for Understanding

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses a variety of on-going effective methods to check for understanding, identify misconceptions, and adjusts instruction accordingly.	Often uses formative assessments to check for understanding and adjusts instruction accordingly.	Occasionally checks for understanding during instruction and/or does not adjust instruction.	Rarely checks for understanding or uses only summative assessment.

# Teaching All Students/Instruction

## Standard II: Teaching All Students/Instruction

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, and creates a safe and effective classroom environment.

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Differentiation: examples of various activities, lessons or assignments, literature circle book election, curriculum maps

High Expectations: student work samples with teacher feedback, rubrics, assessments, lesson plans, objectives, one-on-one student reader/writer conference notes, writing folders, differentiated assignments, parent communications, extra help session records, course recommendations, syllabi

## Formative Indicators

## Differentiation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Regularly differentiates in multiple modalities including instructional methods, interests, learning styles and products.	Regularly differentiates in some modalities including instructional methods, interests, learning styles and products.	Differentiates in minimal modalities including instructional methods, interests, learning styles and products.	May differentiate in minimal modalities, but has a limited understanding of differentiation.

## Summative Indicators

### High Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently communicates high expectations and clear directions to students by using exemplars of student work or teacher models and providing opportunities for students to demonstrate their success.	Communicates high expectations and clear directions to students and provides opportunities for students to demonstrate their success.	Inconsistently communicates expectations to students with limited or unclear directions, or provides limited opportunities for students to demonstrate their success.	Fails to communicate expectations to students without providing clear directions or provides inadequate opportunities for students to demonstrate their success.

### Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Students are highly engaged in work in which they are active learners and problem-solvers.	Most students are engaged in work in which they are active learners.	Attempts to get students actively involved but many are disengaged.	Little or no student engagement in the student learning process.

### Instructional Methods

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses innovative and effective strategies, available materials, and classroom practices.	Uses effective strategies, available materials, and classroom practices.	Uses a limited range of classroom strategies, available materials, and practices with mixed success.	Uses only one or two teaching strategies and types of available materials.

### Classroom Management

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes highly effective routines and a discipline repertoire. Prevents or effectively and appropriately manages issues.	Uses effective routines and discipline strategies to either prevent or appropriately manage most issues.	Inconsistently uses routines and/or discipline strategies to either prevent or effectively manage issues. lesson.	Ineffective or absence of routines and/or discipline strategies to either prevent or effectively manage issues.

### Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently provides a safe and collaborative learning environment of mutual respect among class members where students feel valued as members of the classroom and are willing risk takers.	Provides a safe and collaborative learning environment where students feel safe and valued as members of the classroom.	Attempts to provide a safe and collaborative learning environment, but at times fails to do so.	Fails to provide a safe and collaborative learning environment.

## Instructional Implementation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently incorporates effective questions, clear explanations, models thought processes, and relevant examples to promote independent learning and drive student learning towards essential questions/knowledge.	Often incorporates effective questions, clear explanations, models thought processes, and relevant examples to drive student learning towards essential questions/knowledge.	Occasionally incorporates effective questions, clear explanations, models thought processes, and relevant examples to drive student learning towards essential questions/knowledge.	Rarely incorporates effective questions, clear explanations, models thought processes, and uses relevant examples to drive student learning towards essential questions/knowledge.

## Advocate/ Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Understands the diverse needs of students, promotes the available learning supports, adheres to specialized plans/interventions, and actively encourages all students' academic growth.	Understands the diverse needs of students, is familiar with available learning supports, adheres to specialized plans/interventions, and encourages most students' academic growth.	May struggle with understanding the diverse needs of students, is unfamiliar with learning supports, does not consistently adhere to specialized plans/interventions, or may not appropriately encourage all student's academic growth.	Does not understand the diverse needs of students, does not adhere to specialized plans/interventions, and does not appropriately encourage all students' academic growth.

## Family and Community Engagement

### Standard III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members and organizations.

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Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Outreach/Communication: emails, phone logs, newsletters, websites, parent meeting logs, progress reports, surveys

### Formative/Summative Indicators

#### Outreach / Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Communicates respectfully with parents and maintains contact using alternative modes of communication when at first unsuccessful in making contact.	Communicates respectfully with parents and maintains contact throughout the year using multiple modes of communication.	Tries to communicate respectfully with parents and makes contact using limited modes of communication.	Is disrespectful to parents or makes little or no contact with parents.

## Responsiveness

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Always responds promptly and effectively to parent concerns.	Usually responds promptly to parent concerns.	Inconsistently responds promptly or effectively to parent concerns.	Does not respond to parent concerns or is unprofessional in dealing with the concerns.

## Professional Culture

### Standard IV: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

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Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Reflection: reflective notes in plan books or on assignments, samples of lesson improvements, examples of products from collaboration (conversations may be sufficient if outcomes can be articulated)

Growth: professional development opportunities, professional readings, professional affiliations, graduate programs or classes, workshops, teacher mentors, focus groups

### Summative Indicators

#### Growth

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Continually consults with colleagues and is an up-to-date resource in their field of expertise.	Seeks out effective ideas from colleagues, workshops, and other sources and makes an attempt to implement the ideas.	Can occasionally be persuaded to try out new practices.	Is not open to ideas for improving practices.

#### Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Actively seeks out opportunities to collaborate with colleagues and other professionals to improve their practices.	Collaborates regularly with colleagues to, share ideas, and review student progress.	Meets occasionally with colleagues to share ideas.	Rarely interacts with colleagues to share ideas.

#### Respectful Relationships

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently fosters a positive, mutually respectful school environment and regularly demonstrates fairness to others.	Usually fosters a positive, mutually respectful school environment and demonstrates fairness to others.	Inconsistently fosters a positive, mutually respectful school environment or demonstrates a lack of fairness toward others.	Does not promote a positive, mutually respectful school environment or demonstrate fairness toward others.

#### Evaluator Signature

- no signature -

**Educator Response**

Educator may indicate response to content of this form.

**Educator Signature**

Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

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