

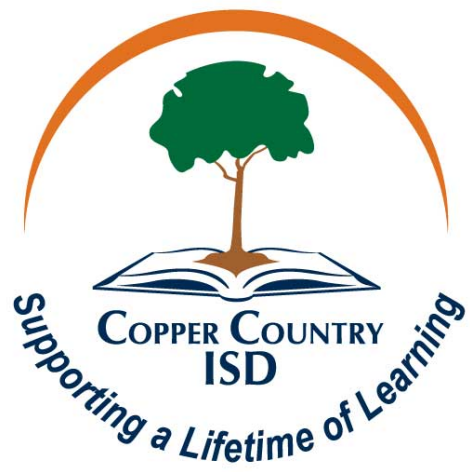
COPPER COUNTRY  
INTERMEDIATE SCHOOL DISTRICT

# TEACHER EVALUATION MODEL



2011-2012





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# 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.
- b. Knowledge of Students – Teacher understands how individual children learn and develop.
- c. Instructional Design – Teacher creates instructional opportunities using a wide variety of effective teaching strategies.
- d. Assessment – Teacher develops appropriate processes for evaluating and recording student progress.

## 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.
- b. Student Behavior – Teacher appropriately manages student behavior.
- c. Time Management – Teacher makes maximal use of instructional time.
- d. Relationships with Students – Teacher creates a classroom environment of respect and rapport.

## 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.
- b. Curriculum – Teacher provides appropriate content aligned with the GLCE's and HSCE's.
- c. Student Engagement – Teacher consistently engage students in the learning process.
- d. Expectations – Teacher holds high expectations for teacher and student performance.
- e. Feedback – Teacher enhances student learning by providing appropriate and regular instructional feedback to all students.

## 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.
- b. Relationships with Families – Teacher maintains positive relationships with the families of their students.
- 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.
- 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.

# THE OFFICIAL RUBRIC

## 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
<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.</i>	<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.</i>	<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.</i>	<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.</i>	<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.</i>

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

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

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
<i>Teacher does not exhibit a realistic or workable knowledge of how their students learn and develop.</i>	<i>Teacher exhibits a basic understanding of how their students learn and develop.</i>	<i>Teacher exhibits proficient understanding of how their students learn and develop.</i>	<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.</i>	<i>Teacher assumes a leadership role in the school or community to foster professional understanding of how students learn and develop.</i>

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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 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 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 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>

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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 using 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 uses 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>

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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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>	<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>	<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>	<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>

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

B. **STUDENT BEHAVIOR** - Teacher appropriately manages student behavior.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<i>Teacher's standards of conduct are unclear, inappropriate, or inconsistent with school policies. Teacher is not always cognizant of student behavior, which is often inappropriate. Teacher response to misbehavior is inappropriate and unsuccessful. Does not communicate negative behaviors with parent/guardian.</i>	<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>	<i>Teacher's standards of conduct are clear, appropriate and consistent with school policies. 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. Teacher communicates positive/negative behaviors with parent/guardian.</i>	<i>Teacher's standards of conduct are completely clear, appropriate and consistent with school policies. 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>	<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. Student behavior is usually appropriate and teacher response to misbehavior 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>

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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.</i>	<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.</i>	<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.</i>	<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.</i>	<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.</i>

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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>	<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>	<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>	<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>

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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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>	<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>	<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>	<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>

3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>

3. **INSTRUCTION** (cont.)

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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 teacher deals appropriately with any who are not. Very few students are doing something unrelated to the class. There are multiple opportunities for meaningful discussions or meaningful activity.</i>	<i>All students are consistently engaged in the lesson. Most students participate in meaningful discussions, constructively responding to each other's comments, and initiating their own questions or participate in meaningful activity.</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>

3. **INSTRUCTION** (cont.)

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>

3. **INSTRUCTION** (cont.)

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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.</i>	<i>Teacher enhances student learning by providing appropriate and regular instructional feedback to most students.</i>	<i>Teacher enhances student learning by providing appropriate and regular instructional feedback to all students.</i>	<i>Teacher substantially enhances student learning by providing exceptional instructional feedback to all students.</i>

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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<i>Teacher is unorganized, does not take attendance, does not keep grade book up to date, or complete necessary paperwork in a timely fashion. Does not use an effective system for tracking student progress. Does not comply with school policies concerning record keeping.</i>	<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.</i>	<i>Teacher is well-organized, consistently takes attendance, keeps 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.</i>	<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.</i>	<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.</i>

4. **PROFESSIONAL RESPONSIBILITIES (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>

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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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.</i>	<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.</i>	<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.</i>	<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>

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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<p><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></p>	<p><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></p>	<p><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></p>	<p><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></p>	<p><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></p>

# THE EVALUATOR'S RUBRIC

## 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
<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.</i>	<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.</i>	<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.</i>	<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.</i>	<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.</i>

**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?

**Notes:**

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<i>Teacher does not exhibit a realistic or workable knowledge of how their students learn and develop.</i>	<i>Teacher exhibits a basic understanding of how their students learn and develop.</i>	<i>Teacher exhibits proficient understanding of how their students learn and develop.</i>	<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.</i>	<i>Teacher assumes a leadership role in the school or community to foster professional understanding of how students learn and develop.</i>

Questions to Consider:

- Did the teacher use grade appropriate teaching materials?
- Does the teacher individualize the lesson?
- How appropriate are homework assignments and timelines?
- Are learning goals realistic?

Notes:

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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 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 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 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 the lesson objective and anticipated outcomes?
- Was instructional technology used appropriately?
- Did the teacher demonstrate flexibility and adaptability in response to student needs?

Notes:

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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?

Notes:

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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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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>	<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>	<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>	<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>

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?

**Notes:**

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

B. **STUDENT BEHAVIOR** - Teacher appropriately manages student behavior.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<i>Teacher's standards of conduct are unclear, inappropriate, or inconsistent with school policies. Teacher is not always cognizant of student behavior, which is often inappropriate. Teacher response to misbehavior is inappropriate and unsuccessful. Does not communicate negative behaviors with parent/guardian.</i>	<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>	<i>Teacher's standards of conduct are clear, appropriate and consistent with school policies. 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. Teacher communicates positive/negative behaviors with parent/guardian.</i>	<i>Teacher's standards of conduct are completely clear, appropriate and consistent with school policies. 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>	<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>

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?

**Notes:**

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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.</i>	<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.</i>	<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.</i>	<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.</i>	<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.</i>

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?

Notes:

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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><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><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><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><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>

Questions to consider:

- Does the teacher treat the students with respect?
- Do the students treat the teacher with respect?

**Notes:**

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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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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>	<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>	<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>	<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>

Questions to consider:

- Do the students know what they are supposed to do during the instructional period?

**Notes:**

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3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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?

**Notes:**

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3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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 teacher deals appropriately with any who are not. Very few students are doing something unrelated to the class. There are multiple opportunities for meaningful discussions or meaningful activity.</i>	<i>All students are consistently engaged in the lesson. Most students participate in meaningful discussions, constructively responding to each other's comments, and initiating their own questions or participate in meaningful activity.</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>  (Teacher makes a significant contribution to the overall learning climate of the school)

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?

Notes:

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3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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?
- Is there rigor?
- Are students learning, as opposed to just paying attention?

Notes:

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3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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.</i>	<i>Teacher enhances student learning by providing appropriate and regular instructional feedback to most students.</i>	<i>Teacher enhances student learning by providing appropriate and regular instructional feedback to all students.</i>	<i>Teacher substantially enhances student learning by providing exceptional instructional feedback to all students.</i>

Questions to consider:

- Does the teacher model his/her thinking processes?
- Is there timely grading of assignments?

**Notes:**

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**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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<i>Teacher is unorganized, does not take attendance, does not keep grade book up to date, or complete necessary paperwork in a timely fashion. Does not use an effective system for tracking student progress. Does not comply with school policies concerning record keeping.</i>	<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.</i>	<i>Teacher is well-organized, consistently takes attendance, keeps 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.</i>	<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.</i>	<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.</i>

Questions to consider:

- Does the teacher update their student information system on a regular basis?
- Is there evidence of student progress?

Notes:

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4. **PROFESSIONAL RESPONSIBILITIES (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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?

**Notes:**

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**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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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.</i>	<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.</i>	<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.</i>	<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>

Questions to consider:

- MOECS and P.D. information?
- Does the teacher participate in in-services?
- Does the teacher participate and contribute to faculty and department meetings?

**Notes:**

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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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>

Questions to consider:

- Does the teacher dress professionally?
- Is the teacher's behavior appropriate in school and at school functions?
- Does the teacher attend extracurricular activities?
- Does the teacher act as advisor to any student groups?
- Does the teacher mentor individual students?

Notes:

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# THE TEACHER SELF-EVALUATION

Teacher's Name \_\_\_\_\_ Evaluation Year \_\_\_\_\_

For each of the following standards, rank your performance by checking the appropriate box, and give one or more examples to support your ranking.

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
<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.</i>	<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.</i>	<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.</i>	<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.</i>	<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.</i>

**Supporting Examples:**

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<i>Teacher does not exhibit a realistic or workable knowledge of how their students learn and develop.</i>	<i>Teacher exhibits a basic understanding of how their students learn and develop.</i>	<i>Teacher exhibits proficient understanding of how their students learn and develop.</i>	<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.</i>	<i>Teacher assumes a leadership role in the school or community to foster professional understanding of how students learn and develop.</i>

**Supporting Examples:**

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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 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 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 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>

**Supporting Examples:**

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>

**Supporting Examples:**

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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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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>	<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>	<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>	<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>

**Supporting Examples:**

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

B. **STUDENT BEHAVIOR** - Teacher appropriately manages student behavior.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<p><i>Teacher's standards of conduct are unclear, inappropriate, or inconsistent with school policies. Teacher is not always cognizant of student behavior, which is often inappropriate. Teacher response to misbehavior is inappropriate and unsuccessful. Does not communicate negative behaviors with parent/guardian.</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>Teacher's standards of conduct are clear, appropriate and consistent with school policies. 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. Teacher communicates positive/negative behaviors with parent/guardian.</i></p>	<p><i>Teacher's standards of conduct are completely clear, appropriate and consistent with school policies. 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>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>

**Supporting Examples:**

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

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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.</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.</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.</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.</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.</i></p>

**Supporting Examples:**

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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><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><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><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><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>

**Supporting Examples:**

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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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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>	<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>	<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>	<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>

**Supporting Examples:**

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3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>

**Supporting Examples:**

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3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<p><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></p>	<p><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></p>	<p><i>All students are engaged in the lesson or teacher deals appropriately with any who are not. Very few students are doing something unrelated to the class. There are multiple opportunities for meaningful discussions or meaningful activity.</i></p>	<p><i>All students are consistently engaged in the lesson. Most students participate in meaningful discussions, constructively responding to each other's comments, and initiating their own questions or participate in meaningful activity.</i></p>	<p><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></p> <p>(Teacher makes a significant contribution to the overall learning climate of the school)</p>

**Supporting Examples:**

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3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>

**Supporting Examples:**

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3. **INSTRUCTION (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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.</i>	<i>Teacher enhances student learning by providing appropriate and regular instructional feedback to most students.</i>	<i>Teacher enhances student learning by providing appropriate and regular instructional feedback to all students.</i>	<i>Teacher substantially enhances student learning by providing exceptional instructional feedback to all students.</i>

**Supporting Examples:**

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**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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<i>Teacher is unorganized, does not take attendance, does not keep grade book up to date, or complete necessary paperwork in a timely fashion. Does not use an effective system for tracking student progress. Does not comply with school policies concerning record keeping.</i>	<i>Teacher is somewhat organized, 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.</i>	<i>Teacher is well-organized and consistently takes attendance, keeps 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.</i>	<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.</i>	<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.</i>

**Supporting Examples:**

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4. **PROFESSIONAL RESPONSIBILITIES (cont.)**

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

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>

• **Supporting Examples:**

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**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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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>	<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.</i>	<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.</i>	<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.</i>	<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>

**Supporting Examples:**

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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.

<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>	<b>DISTINGUISHED</b>
<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:**

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# OBSERVATION NOTES

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

INSTRUCTION	EXAMPLES
<ul style="list-style-type: none"> <li>• Communication – <i>communicates clearly and accurately.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Curriculum – <i>provides appropriate content aligned with the Michigan Merit Curriculum.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Student Engagement – <i>consistently engages students in the learning process.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Expectations – <i>holds high expectations for teacher and student performance.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Feedback – <i>regularly informs students and parents of student progress and uses achievement data to make adjustments to instruction.</i></li> </ul>	
PROFESSIONAL RESPONSIBILITIES	EXAMPLES
<ul style="list-style-type: none"> <li>• Record Keeping – <i>keeps accurate records in accordance with school policy.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Relationships with Families – <i>maintains positive relationships with students' families.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Professional Development – <i>life-long learner, maintains current certification, and demonstrates a commitment to his/her own professional development as a teacher.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Commitment to the School and District – <i>exhibits professional behavior and demonstrates commitment to the district in and out of the classroom</i></li> </ul>	

# INSTRUCTIONAL PRACTICE AND PROFESSIONAL VALUE SCORE SHEET

Teacher \_\_\_\_\_

Evaluator \_\_\_\_\_

Overall Rating \_\_\_\_\_

## Planning and Preparation

### Content Knowledge

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Knowledge of Students

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Instructional Design

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Assessment

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

## Classroom Environment

### Culture for Learning

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Student Behavior

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Time Management

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Relationships with Students

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

## Instruction

### Communication

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Curriculum

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Student Engagement

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Expectations

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Feedback

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

## Professional Responsibilities

### Record Keeping

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Relationships with Families

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Professional Development

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

### Commitment to the School District

- Ineffective
- Minimally Effective
- Effective
- Highly Effective
- Distinguished

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# STUDENT GROWTH PLAN

TEACHER'S NAME \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

COURSE(S) \_\_\_\_\_

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## 1. ACADEMIC OUTCOMES

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

## 2. INTELLECTUAL GROWTH

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

**1. ATTITUDINAL CHANGES**

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

**ADDITIONAL COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DEPARTMENT CHAIR** \_\_\_\_\_

**PRINCIPAL** \_\_\_\_\_

# K-12 STUDENT SURVE

Your Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

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			
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Other Comments:

# SUMMATIVE MATRIX

## SUMMATIVE RENEWAL/DISMISSAL MATRIX

EXPERIENCE (in years)	INEFFECTIVE	DEVELOPING	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

## SUMMATIVE RATING MATRIX

### Student Achievement

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	DISTINGUISHED
INEFFECTIVE	Ineffective	Ineffective	Minimally Effective	Effective	Effective
DEVELOPING	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