

3: Lessons	Plans lessons aimed primarily at entertaining students or covering textbook chapters, with very little connection to essential unit outcomes. Teacher plans lessons with very little likelihood of motivating or involving students. Teacher utilizes very few effective strategies, materials, technology, and group structures to motivate and involve students.	Designs lessons aligned with state and national standards, but lacks continuity to achieve essential unit outcomes. Teacher plans lessons that sometimes captures students' interest and occasionally utilizes effective strategies, materials, technology, and group structures to motivate and involve students.	Designs relevant lessons focused on measurable goals aligned with state and national standards as well as unit outcomes. . Teacher designs lessons that are relevant and usually utilizes highly effective strategies, materials, technology, and group structures to motivate and involve all students as active learners and problem solvers.	Designs highly motivating, relevant lessons with clear, measurable goals and objectives closely aligned with state and national standards as well as unit outcomes. Teacher consistently utilizes highly effective strategies, materials, technology, and group structures to motivate and involve all students as active learners and problem solvers.		
	<i>Evidence</i>					

4: Differentiation	Plans lessons aimed at the middle of the class.	Plans lessons with some thought as to how to accommodate special needs students.	Designs lessons that target diverse learning needs, styles, and interests.	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.		
	<i>Evidence</i>					

DOMAIN II: CLASSROOM MANAGEMENT

5: Relationships	Is sometimes unfair, sarcastic and/or disrespectful to students/class; plays favorites. Allows students to treat each other with disrespect.	Is usually fair and respectful toward students and builds positive relationships with some. Addresses students who treat each other with rudeness and disrespect.	Models fairness and respect towards all students. Encourages students to be polite and respectful. Establishes positive relationships with most students.	Teacher/student interactions are friendly; demonstrates/models politeness, fairness, caring, and respect. Establishes strong, positive and trusting relationships with students		
	<i>Evidence</i>					

6: Response to Student Behavior	Publicly berates "bad" students, blaming them for their poor behavior. Often struggles to get students' attention. Classroom is frequently chaotic.	Commands the respect of some students. Often lectures students on the need for good behavior, and makes an example of "bad" students. Has limited strategies to address and prevent misbehavior. Students are frequently not paying attention.	Commands the respect of students. Is consistent in addressing student misbehaviors, acknowledges positive student behaviors, and implements a variety of techniques to prevent and de-escalate classroom disruptions.	Treats student behavior as a learning process, and acknowledges positive behavior. Responds to misbehavior appropriately, effectively, and with respect for students' dignity. Engages students in their learning, preventing discipline problems from occurring.		
	<i>Evidence</i>					

7: Procedures	Expectations for student behavior are unclear. Does not invest time to teach routines, resulting in frequent nagging, threatening, and/or punishing students.	Expectations for student behavior are inconsistent. Trains students in class routines, but many of the routines are not revisited or maintained.	High expectations for student behavior are evident. Effective and efficient routines have been established and are consistently maintained throughout the year.	High expectations for student behavior are evident. Effective and efficient routines have been established and are consistently maintained throughout the year, often without prompting.		
	<i>Evidence</i>					

<i>Evidence</i>						-
8: Instructional Pace & Transitions	Frequently loses lesson momentum and instructional time. Confusion and poor transitions minimize students' time-on-task.	Sometimes loses instructional time due to lack of clarity, loss of focus, interruptions, and inefficient transitions.	Maximizes instructional time through coherence, lesson momentum, and smooth transitions.	Lessons are coherent and reflect an instructional pace that maximizes and engages student learning. Transitions are seamless.		
<i>Evidence</i>						-

DOMAIN III: INSTRUCTION & LEARNING

9: Communicating Expectations for Learning	Teacher's purpose and learning expectations in a lesson or unit are unclear to students. Teacher expects students to know (or figure out) what it takes to complete proficient work.	Teacher either tells or posts agenda, assignments, and learning outcomes, but fails to communicate the purpose of the lesson or unit. Teacher tells students some of the qualities that their finished work should exhibit.	Teacher clearly communicates the purpose of the lesson or unit, and agenda, assignments, and learning objectives are posted daily. Students are provided criteria for proficiency through use of rubrics and/or examples of exemplary work.	Teacher clearly communicates the purpose of the lesson or unit, and agenda, assignments, and learning objectives are posted daily. Students are provided criteria for proficiency through use of rubrics and/or examples of exemplary work. Students can articulate expectations.		
<i>Evidence</i>						-

10: Culture of Learning that is Rigorous and Relevant	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Lesson plans and observations demonstrate that the teacher rarely captures students' interest or makes connections to their lives. Students demonstrate little or no pride in their work.	Instructional outcomes, activities, assignments, and classroom interactions convey only modest expectations for student learning and achievement. Lesson plans and observations demonstrate that the teacher seeks to make the subject interesting, but often fails to connect to prior knowledge. Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Relevant instructional outcomes, activities, assignments, and classroom interactions convey rigorous expectations for students. Lesson plans and observations demonstrate that the teacher activates students' prior knowledge. Students can summarize what they have learned and can sometimes apply it to real-life situations.	Relevant instructional outcomes, activities, assignments, and classroom interactions convey rigorous expectations for all students. Lesson plans and observations demonstrate that the teacher activates students' prior knowledge. Students have internalized and can summarize what they have learned, while applying it to real-life situations.		
<i>Evidence</i>						-

11: Classroom Activities and Assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in classroom activities and assignments. Teacher relies heavily upon one resource such as a textbook or worksheet.' age or background	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Teacher includes opportunities for students to participate with project-based, inquiry-based, or cross-curricular learning opportunities.	All students are cognitively engaged in the activities and assignments for their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Activities and assignments consistently include project-based, inquiry-based, and cross-curricular learning opportunities		
	<i>Evidence</i>					-

12: Questioning	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.		
	<i>Evidence</i>					-

13: Lesson Closure	Moves on at the end of lesson and/or class period without having students summarize.	Facilitates closure activities that prompt students to review what has been learned, but not make use of higher level thinking skills.	Usually facilitates closure activities that prompt students to synthesize, analyze, comprehend, summarize, use, validate, apply, and/or evaluate newly acquired skills and knowledge	Always facilitates closure activities that prompt students to synthesize, analyze, comprehend, summarize, use, validate, apply, and/or evaluate newly acquired skills and knowledge		
	<i>Evidence</i>					-

DOMAIN IV: MONITORING, ASSESSMENT & FOLLOW-UP

14: Checking for Understanding and Assessing	Writes final tests shortly before they are given. Uses ineffective methods (e.g., "Is everyone with me?") to check for understanding.	Plans some formative assessments and drafts unit tests as instruction proceeds. Uses a limited repertoire of effective methods to check for understanding during instruction.	Plans daily formative and summative assessments to measure student learning. Frequently checks for understanding and gives students information to clarify misconceptions.	Prepares and schedules timely diagnostic, formative, and summative assessments to monitor student learning. Frequently uses a variety of effective methods to check for understanding and to clarify misconceptions in order to move students toward mastery of objectives.		
	<i>Evidence</i>					-

15: Homework	Teacher assigns busy work and gives little regard to the amount of time needed to complete the assignment.	Sometimes the assignments lack relevance and do not always reinforce the learning objectives. Students are not always well-prepared to complete assignment in a timely or successful manner.	Homework assignments are relevant, take an appropriate amount of time, and reinforce the objectives of the lesson or apply acquired knowledge. Teacher insures that students are well-prepared to complete assignment successfully.	Homework assignments are relevant, take an appropriate amount of time, and reinforce the objectives of the lesson or apply acquired knowledge. Teacher insures that students are well-prepared to complete assignment successfully. Homework is differentiated and appeals to multiple learning styles.		
	<i>Evidence</i>					-

16: Student Support and Feedback	Provides infrequent and irrelevant feedback. Lessons do not provide opportunities for re-teaching. Teacher fails to seek or provide interventions for students in need.	Provides ongoing feedback and offers students who fail tests opportunities for remediation. Makes recommendations for improvement, but often fails to seek and follow up on appropriate interventions.	Takes responsibility for and provides feedback to students who are not succeeding academically and/or behaviorally in a timely manner. Ensures that students who need additional support(s) receive appropriate services, including classroom interventions, in a timely manner.	Takes responsibility for students who are not succeeding. Follows up and provides personal attention/feedback to all students to maximize their academic and behavioral potential. Ensures that students who need additional support(s) receive appropriate services and possible resolutions to academic deficiencies, including classroom interventions, in a timely manner.		
	<i>Evidence</i>					-

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

17: Home Communication	Does not or seldom informs parents of concerns, classroom news, or positive feedback about their children. Does not inform parents about learning and behavioral expectations.	Informs parents about classroom news and/or problems their children are having but rarely offers positive feedback. Provides parents with either learning or behavioral expectations for the year, but not both.	Regularly communicates with parents regarding academic and behavioral expectations, news, problems, and successes using tools such as e-School, school Fusion pages, blogs, newsletters, etc.	Effectively develops a system that includes a variety of two-way communication regarding academic and behavioral expectations, news, problems, and successes with parents using tools such as e-School, school Fusion pages, blogs, newsletters, etc. Provides parents examples and suggestions as to how they can help to support the learning outcomes at home.		
	<i>Evidence</i>					-

<p>18: Reliability</p>	<p>Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.</p>	<p>Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.</p>	<p>Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. Is ethical, honest, and acts with integrity.</p>	<p>Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. Is always ethical, honest, and acts with integrity.</p>		
<i>Evidence</i>						
<p>19: Commitment to the Common Good</p>	<p>Does not consistently implement school-wide or grade-level initiatives. Often does not put student or district needs first.</p>	<p>Must be reminded to implement school-wide and grade-level initiatives. Does not always put student or district needs first.</p>	<p>Implements the school Mission and Vision, shares responsibility for grade-level and school-wide initiatives. Makes decisions and acts in the best interest of students and the Madison School District.</p>	<p>Provides leadership and enhances the District Mission, Vision, grade level and school wide initiatives. Makes decisions and acts in the best interest of students and the Madison School District.</p>		
<i>Evidence</i>						
<p>20: Professional Communication and Rapport with Colleagues</p>	<p>Frequently fails to keep the administration informed about major concerns and/or frequently does not respond constructively in a professional manner to suggestions and differing opinions. Discloses confidential information.</p>	<p>Sometimes fails to keep the administration informed about major concerns and/or sometimes does not respond constructively in a professional manner to suggestions and differing opinions. Discloses confidential information.</p>	<p>Keeps the administration informed about major concerns, listens thoughtfully to other viewpoints, and responds constructively in a professional manner to suggestions and differing opinions. Maintains confidentiality.</p>	<p>Keeps the administration informed about major concerns, asks for help or feedback when needed, listens thoughtfully to other viewpoints, and responds constructively in a professional manner to suggestions and differing opinions. Maintains confidentiality.</p>		
<i>Evidence</i>						
<p>21: Data-driven Professional Learning Communities</p>	<p>Meets infrequently and on the fly with colleagues; conversations lack educational substance. Does not use data to plan for and adjust instruction.</p>	<p>Meets occasionally with colleagues to share ideas about teaching and students. Rarely uses data to adjust instruction.</p>	<p>Collaborates with colleagues on a regular basis to plan units, share teaching ideas, and review student work to fine-tune teaching, re-teach, and advance student achievement.</p>	<p>Collaborates with colleagues at least weekly to plan units, share teaching ideas, and analyze assessment data to fine-tune teaching, re-teach, and advance student achievement.</p>		
<i>Evidence</i>						
<p>22: Self-Improvement</p>	<p>Is not open to ideas for improving teaching and learning. Lessons appear to be recycled from year to year.</p>	<p>Rarely seeks out or implements new ideas for improving teaching and learning.</p>	<p>Consistently strives to learn and implement best practices, seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.</p>	<p>Consistently strives to learn, implement and share best practices by participating in professional learning communities, workshops, readings, study groups, the Internet, and other sources.</p>		
<i>Evidence</i>						

23: Strain of Teaching	Several times during the year, teacher fails to maintain a professional demeanor.	Does not always maintain a professional demeanor.	Maintains a professional demeanor in stressful situations.	Maintains a professional demeanor in stressful situations. Encourages others and diffuses potentially challenging situations.		
						-
<i>Evidence</i>						

Teacher Performance Evaluation Summary						
Domain	Indicator	I-0	ME-1	E-2	HE-3	POINTS
I. Planning & Preparation	1. Knowledge	0	0	0	0	-
	2. Scope & Sequence	0	0	0	0	-
	3. Lessons	0	0	0	0	-
	4. Differentiation	0	0	0	0	-
II. Classroom Management	5. Relationships	0	0	0	0	-
	6. Response to Student Behavior	0	0	0	0	-
	7. Procedures	0	0	0	0	-
	8. Instructional Pace & Transitions	0	0	0	0	-
III. Instruction & Learning	9. Communicating Expectations for Learning	0	0	0	0	-
	10. Culture of Learning that is Rigorous and Relevant	0	0	0	0	-
	11. Classroom Activities and Assignments	0	0	0	0	-
	12. Questioning	0	0	0	0	-
	13. Lesson Closure	0	0	0	0	-
IV. Monitoring, Assessment, & Follow-up	14. Checking for Understanding & Assessing	0	0	0	0	-
	15. Homework	0	0	0	0	-
	16. Student Support and Feedback	0	0	0	0	-
V. Professional Responsibilities	17. Home Communication	0	0	0	0	-
	18. Reliability	0	0	0	0	-
	19. Commitment to the Common Good	0	0	0	0	-
	20. Professional Communication & Rapport with Colleagues	0	0	0	0	-
	21. Data-Driven Professional Learning Communities	0	0	0	0	-
	22. Self-Improvement	0	0	0	0	-
	23. Strain of Teaching	0	0	0	0	-
Total Points						-

2. EVIDENCE OF STUDENT GROWTH (63 POINTS)

NWEA target growth is based on spring to spring measurements for returning students, fall to spring for new students

ELEMENTARY STUDENT ACHIEVEMENT

Improved MEAP scores ("I" or "SI"), met/exceeded NWEA target growth rate or met/exceeded 65th percentile (Reading)	<p>X = Student Growth Points</p> <p>A = # of students who met or exceeded ÷ # of students assessed (reading)</p> <p>B = # of students who met or exceeded ÷ # of students assessed (Language)</p> <p>C = # of students who met or exceeded ÷ # of students assessed (math)</p>		
	Young 5s - Get it, Got It, Go! Assessment		
Kindergarten/1st - NWEA Primary Reading MAP Four Year Olds - Get It, Got It, Go - Alliteration			
Reading	# of students who met or exceeded	# of students assessed	

Met/exceeded NWEA target growth rate or met/exceeded 65th percentile (Language Usage)			
Young 5s - Letter Naming Fluency			
Kindergarten - AIMSweb Test of Early Literacy - Phoneme Segmentation Fluency			
1st - AIMSweb Reading Curriculum Based Measurement (R-CBM)			
Four Year Olds - Get It, Got It, Go - Rhyming			
Language	# of students who met or exceeded	# of students assessed	

Improved MEAP scores ("I" or "SI"), met/exceeded NWEA target growth rate or met/exceeded 65th percentile (Mathematics)			
Young 5s - Number Identification Fluency			
Kindergarten/1st - NWEA Primary Math MAPS			
Four Year Olds - Get It, Got It, Go - Picture Naming			
Math	# of students who met or exceeded	# of students assessed	
Total			

MIDDLE SCHOOL STUDENT ACHIEVEMENT

Improved MEAP scores ("I" or "SI"), met/exceeded NWEA target growth rate or met/exceeded 65th percentile (Reading)			
	# of students who met or exceeded	# of students assessed	

HIGH SCHOOL STUDENT ACHIEVEMENT

Met/exceeded NWEA Common Core target growth rate or met/exceeded 65th percentile (Freshman and Sophomores)			
Met/exceeded college readiness benchmark on ACT, rated proficient or higher on the MME or met/exceeded target growth rate of 2 points from 10th grade Plan score to ACT score (Juniors)			
Students deemed ready for college level coursework as measured by college entrance exams (Seniors).			
Reading	# of students who met or exceeded	# of students assessed	

EVIDENCE OF STUDENT GROWTH POINTS	
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Modified student growth measurement formula for special education teachers in a co-taught setting. 65% general ed./ 35% special ed w/ IEP.

All other teachers (PE, Art, Music, etc.) and counselors will qualify for points for their students who meet the above criteria in Reading.

Where appropriate, academic growth for special education students may be measured using a different assessment tool decided by the building principal

3. TEACHER ATTENDANCE (20 POINTS)

TEACHER ATTENDANCE

Madison School District believes that employee attendance impacts student achievement. To that end, points will be awarded for employee attendance to create an atmosphere and culture where perfect attendance (employee is not absent any work days) or outstanding attendance (employee is absent only up to 3 contractual personal business/sick days) is the norm. Absences that count towards FMLA, bereavement as defined by the Master Agreement, and/or jury duty will not count towards these limits.

Days Absent	Points	Total
0	20	
1	18	
2	16	
3	14	
4	12	
5	10	
6	8	
7	6	
8	4	
9	2	
10+	0	
TEACHER ATTENDANCE POINTS		0

4. SIGNIFICANT RELEVANT ACCOMPLISHMENT AND GOING "ABOVE AND BEYOND" (15 POINTS)

Above and beyond acts are considered accomplishments and contributions significantly impacting the overall performance of Madison School District. Examples include:		
	Points	Total
Provide leadership and coordination of an overnight or out of town student trip	8	
Organize and participate with stakeholders in school and/or community events beyond the school day (must be approved by the building administrator prior to initiating activity)	3	
Participate with stakeholders in school and/or community events beyond the school day, includes but not limited to P.A.T.T./A.T.P sponsored events	2	
Chaperone/supervise school events which occur outside the school day	2	
Chaperone/supervise school events which require overnight supervision (2 points per night, up to maximum of 6 points)	2	
Initiate positive public relations including the facilitation of an article in the newspaper, on the radio, etc.	3	
Organize a school sponsored activity	3	
Participate with a school sponsored service activity	2	
Actively participate with Open house/Orientation event	2	
Assist with the supervision or production of a Fine Arts Event/Performance	2	
Secure grant funding for the improvement of student learning opportunities	2	
Attend a P.A.T.T./A.T.P., Athletic Boosters, Band Boosters, etc. meeting	1	
Complete a Student of the Day nomination (one point per nomination, maximum five points)	1	
Attend an athletic or fine arts event with the intention to support Madison students (one point per event, maximum three points)	1	
Complete a recommendation letter for a Madison student (one point per letter, maximum five points)	1	
A teacher cannot earn a point for attending an event for which their child is participating, except attendance at a PATT/ATP event, an academic night, or when chaperoning a school sponsored event that is held or extended beyond the school day		0

A teacher receiving "Schedule B" compensation for leading or participating in an activity/team/organization cannot receive a point for said event

