Madison School Teacher Evaluation 2014-15

SCHOOL BUILDING:		DATE:			
NAME OF EVALUATOR:		NAME OF EMF BEING EVALU			
RATING SCALE:	INEFFECTIVE (0 points)	MINIMALLY EFFECTIVE (1 point)	EFFECTIVE (2 points)	HIGHLY EFFECTIVE N/	A TOTAL POINTS
NOTE: Click on the gray colored b	ox of the desired rating for each item of evaluation and then type an "x" in the b evaluation. You may leave any colored box			and provide the overall rating grade at t	he end of the
TOTAL EVALUATION SCORE WEIG	HTING BY CATEGORY AREA				

1. TEACHER PERFORMANCE EVALUATION = DOMAIN I, II, III, IV & V (69 POINTS) 2. EVIDENCE OF STUDENT GROWTH (63 POINTS) 3. TEACHER ATTENDANCE (20 POINTS) 4. SIGNIFICANT RELEVANT ACCOMPLISHMENT AND GOING "ABOVE AND BEYOND" (15 POINTS) 5. PARTICIPATION IN PROFESSIONAL DEVELOPMENT AND RELEVANT SPECIAL TRAINING (13 POINTS) Total Total 100%

1. TEACHER PERFORMANCE EVALUATION = DOMAIN I, II, III, IV & V (69 POINTS)

DOMAIN I: PLANNING AND PREPARATION

Has minimal knowledge of the state and national content standards and few ideas on how to teach it and how students learn. 1: Knowledge 1: K	Component	t INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	NA	TOTAL
Plans lesson by lesson and correlation with state and national standards is not consistently documented Plans lesson by lesson and correlation with state and national standards is not consistently documented Not all lesson plans correlate with state plans/units of study correlate with state and national standards and plans/units of study and a pacing guide for the year that is School Improvement Goals. 2: Scope & Sequence Plans the year so all lesson plans/units of study documented plan, including units of study and a pacing guide for the year that is School Improvement Goals. Students are ready for local and external assessments. School Improvement Goals.	1: Knowledge	ideas on how to teach it and how students learn.	national content standards, knows how to access the standards, and has a few ideas of ways students develop and	national content standards well and has current knowledge of child development and how	state and national content standards and consistently demonstrates current knowledge of research regarding child development		
Plans lesson by lesson and correlation with state and national standards is not consistently documented Plans lesson by lesson and correlation with state and national standards is not consistently documented Plans lesson by lesson and correlation with state and national standards and/or School Improvement Goals. Plans the year so all lesson plans/units of study correlate with state and national standards and school Improvement Goals. Plans the year so all lesson plans/units of study correlate with state and national standards and school Improvement Goals. School Improvement Goals. Students are ready for local and external assessments. School Improvement Goals.	- · ·						
consistently documented and national standards and/or School Improvement Goals. Improvement Goals. Improvement Goals. School Improvement Goals. School Improvement Goals. School Improvement Goals. Students are ready for local and external assessments. School Improvement Goals. School Improvement Goals. School Improvement Goals.	Evidence						J
and external assessments.	2: Scope & Sequence	consistently documented	and national standards and/or School	plans/units of study correlate with state and national standards and School Improvement Goals. Students are ready for local	documented plan, including units of study and a pacing guide for the year that is tightly aligned with state and national standards and School Improvement Goals. Students are ready for local		
Evidence	Evidence						

	Plans lessons aimed primarily at entertaining students or covering textbook	Designs lessons aligned with state and	Designs relevant lessons	Designs highly motivating,	
	chapters, with very little connection to essential unit outcomes. Teacher plans	national standards, but lacks continuity	focused on measurable	relevant lessons with clear,	
	lessons with very little likelihood of motivating or involving students. Teacher	to achieve essential unit outcomes.	goals aligned with state and	measurable goals and	
	utilizes very few effective strategies, materials, technology, and group	Teacher plans lessons that sometimes	national standards as well	objectives closely aligned	
	structures to motivate and involve students.	captures students' interest and	as unit outcomes Teacher	with state and national	
		occasionally utilizes effective	designs lessons that are	standards as well as unit	
		strategies, materials, technology, and	relevant and usually utilizes	outcomes. Teacher	
3: Lessons		group structures to motivate and	highly effective strategies,	consistently utilizes highly	
		involve students.	materials, technology, and	effective strategies,	
			group structures to motivate	materials, technology, and	
			and involve all students as	group structures to motivate	
			active learners and problem- solvers.	and involve all students as active learners and problem-	
			solvers.	solvers.	
				Solvers.	
Evidence					-
Lviderice					
	Plans lessons aimed at the middle of the class.	Plans lessons with some thought as to	Designs lessons that target	Designs lessons that break	
		how to accommodate special needs	diverse learning needs,	down complex tasks and	
4: Differentiation		students.	styles, and interests.	address all learning needs,	
				styles, and interests.	
5 diam.					-
Evidence					
DOMAIN II: CLASSROOM MANAG	EMENT				
	Is sometimes unfair, sarcastic and/or disrespectful to students/class; plays	Is usually fair and respectful toward	Models fairness and respect	Teacher/student interactions	
	favorites. Allows students to treat each other with disrespect.	students and builds positive	towards all students.	are friendly;	
		relationships with some. Addresses	Encourages students to be	demonstrates/models	
		students who treat each other with	polite and respectful.	politeness, fairness, caring,	
5: Relationships		rudeness and disrespect.	Establishes positive	and respect. Establishes	
			relationships with most	strong, positive and trusting	
			students.	relationships with students	
					-
Evidence					
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	Publicly berates "bad" students, blaming them for their poor behavior. Often	Commands the respect of some	Commands the respect of	Treats student behavior as a	
	struggles to get students' attention. Classroom is frequently chaotic.	students. Often lectures students on the need for good behavior, and makes an	students. Is consistent in addressing student	learning process, and acknowledges positive	
		example of "bad" students. Has limited	misbehaviors,	behavior. Responds to	
		strategies to address and prevent	acknowledges positive	misbehavior appropriately,	
6: Response to Student		misbehavior. Students are frequently	student behaviors, and	effectively, and with respect	
Behavior		not paying attention.	implements a variety of	for students' dignity.	
Donavior			techniques to prevent and	Engages students in their	
			de-escalate classroom	learning, preventing	
			disruptions.	discipline problems from	
				occurring.	
					-
Evidence					
	Expectations for student behavior are unclear. Does not invest time to teach	Expectations for student behavior are	High expectations for	High expectations for	
	routines, resulting in frequent nagging, threatening, and/or punishing students.	inconsistent. Trains students in class	student behavior are	student behavior are	
		routines, but many of the routines are	evident. Effective and	evident. Effective and	
7: Procedures		not revisited or maintained.	efficient routines have been	efficient routines have been	
7. 1100600165			established and are	established and are	
			consistently maintained throughout the year.	consistently maintained throughout the year, often	
			unoughout the year.	without prompting.	
i				g. prompting.	I

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L	Evidence					
	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.	-
r	Evidence					
Ī	DOMAIN III: INSTRUCTION & LEAI		Tarahar iihartalla arrasta arrada	Tarahan alaanka	Tasahan alasah	
	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.	agenda, assignments, and	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.	
r	Evidence					-
L	Evidence					
	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.	interactions convey rigorous expectations for students. Lesson plans and observations demonstrate that the teacher activates students' prior knowledge. Students can summarize	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.	

Evidence

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	
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Evidence					
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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.	_
Evidence					
LVIGENCE					
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	-
Evidence					
DOMAIN IV: MONITORING, ASSES	SSMENT & 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.	-
Evidence					

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.	relevant, take an appropriate amount of time,			
Evidence						
2						
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.	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,	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.		
Evidence					I	
LVIGETICE						

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.	
Evidence					-

18: Reliability Evidence	Prequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. Does not consistently implement school-wide or grade-level initiatives. Often does not put student or district needs first.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. Must be reminded to implement schoolwide and grade-level initiatives. Does not always put student or district needs			-
19: Commitment to the Common Good		first.	and school-wide initiatives. Makes decisions and acts in the best interest of students and the Madison School District.	and school wide initiatives. Makes decisions and acts in the best interest of students and the Madison School District.	-
Evidence					i
20: Professional Communication and Rapport with Colleagues	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.	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.	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.	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.	-
Evidence					i
21: Data-driven Professional Learning Communities	Meets infrequently and on the fly with colleagues; conversations lack educational substance. Does not use data to plan for and adjust instruction.	Meets occasionally with colleagues to share ideas about teaching and students. Rarely uses data to adjust instruction.	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.	Collaborates with colleagues at least weekly to plan units, share teaching ideas, and analyze assessment data to finetune teaching, re-teach, and advance student achievement.	
Evidence				•	
22: Self-Improvement	Is not open to ideas for improving teaching and learning. Lessons appear to be recycled from year to year.	Rarely seeks out or implements new ideas for improving teaching and learning.	Consistently strives to learn and implement best practices, seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.	Consistently strives to learn, implement and share best practices by participating in professional learning communities, workshops, readings, study groups, the Internet, and other sources.	
Evidence					
Evidence					1

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.	
					-
Evidence					

	Teacher Performance Evalu	lation Summary				
Domain	Indicator	I-0	ME-1	E-2	HE-3	POINTS
	1. Knowledge	0	0	0	0	-
I. Planning & Preparation	2. Scope & Sequence	0	0	0	0	-
i. Flaming & Freparation	3. Lessons	0	0	0	0	-
	4. Differentiation	0	0	0	0	-
	5. Relationships	0	0	0	0	-
II. Classroom Management	6. Response to Student Behavior	0	0	0	0	-
II. Classroom Management	7. Procedures	0	0	0	0	-
	8. Instructional Pace & Transitions	0	0	0	0	-
	9. Communicating Expectations for Learning	0	0	0	0	-
	10. Culture of Learning that is Rigorous and Relevant	0	0	0	0	-
III. Instruction & Learning	11. Classroom Activities and Assignments	0	0	0	0	-
	12. Questioning	0	0	0	0	-
	13. Lesson Closure	0	0	0	0	-
IV Manitanina Assessment 9	14. Checking for Understanding & Assessing	0	0	0	0	-
IV. Monitoring, Assessment, & Follow-up	15. Homework	0	0	0	0	-
Follow-up	16. Student Support and Feedback	0	0	0	0	-
	17. Home Communication	0	0	0	0	-
	18. Reliability	0	0	0	0	-
	19. Commitment to the Common Good	0	0	0	0	-
V. Professional Responsibilities	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)	B =	# of students who	X = Student Growth Points ho met or exceeded ÷ # of students asse o met or exceeded ÷ # of students asse who met or exceeded ÷ # of students as	essed (Language)
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	

Insproved MEAP scores ("I" or "SI"), meteosceed of Weap growth assessed Improved MEAP scores ("I" or "SI"), meteosceed of Weap growth assessed Improved MEAP scores ("I" or "SI"), meteosceed with service of students who met or exceeded Improved MEAP scores ("I" or "SI"), meteosceeded Weap growth assessed Improved MEAP scores ("I" or "SI"), meteosceeded Weap growth assessed Mean growth assessed with a score of s				
Young Ss - Letter Naming Fillency Kindepgarten - AMSsuch Test of Empfy Literacy - Promise Segmentation Fluency 1st - AMSsuch Reading Curriculum Based Measurement (R-CBM) Four Yard Olds - Get It, Got It, Go - Rityming Language ## of students who met or exceeded ## of students assessed ## proved MEAP scores ("I or "SI") markscooked SNI Prof. Bat larget growth rate or melsocaeded SNI Prof. Bat larget growth rate or melsocaeded SNI Prof. ## Prof. Year Olds - Get It, Got It, Go - Picture Naming ## of students who met or exceeded ## of students assessed ## of students	rate or met/exceeded 65th			
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EVIDENCE OF STUDENT GROWTH POINTS

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)

	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)		
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	1
Chaperone/supervise school events which require overnight supervision (2 points per night, up to maximum of 6 points)	2	
nitiate positive public relations including the facilitation of an article in the newspaper, on the radio, etc.	3	1
Organize a school sponsored activity	3	
Participate with a school sponsored service activity	2	1
Actively participate with Open house/Orientation event	2	1
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 chaperonir	ng 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

5. PARTICIPATION IN PROFESSIONAL DEVELOPMENT AND RELEVANT SPECIAL TRAINING (13 POINTS)

On-going professional development of teachers impacts student achievement. To that end, points will be awarded to teachers attending district provided PD designated for PD, faculty meetings, grade level team meetings, and departmental meetings. Absences for pre-approved school business will be excused. Absix point reduction. Absence from an early release PD will result in four point reduction. Absence from a faculty, grade level, or departmental meeting will result in four point reduction. Absence from a faculty grade level, or departmental meeting will result in four point reduction. Absence from a faculty grade level, or departmental meeting will result in four point reduction.	sence from a full day of PD will result in a ult in a reduction of two points. Absences
PROFESSIONAL DEVELOPMENT POINTS	
	0
TEACHER EFFECTIVENESS SUMMATIVE RATING	
1. TEACHER PERFORMANCE EVALUATION RUBRIC	0.00
2. EVIDENCE OF STUDENT GROWTH	0.00

HIGHLY EFFECTIVE

0

0

	RATING SCALE FOR OVERALL EVALUA	TION
<105	=	INEFFECTIVE
105 - 120	=	MINIMALLY EFFECTIVE
121 - 148	_	FFFCTIVE

^{*}A teacher with a summative score of 104 or less and/or a "0" (Ineffective) on any single rubric indicator will be placed on a Professional Growth Plan.

Evaluator's Signature:

Educator's Signature:

Date

By signing above, I acknowledge that I have reviewed and understand the results of this annual evaluation report.

cc: Personnel file

TEACHER ATTENDANCE

TOTAL POINTS

SIGNIFICANT RELEVANT ACCOMPLISHMENT AND GOING "ABOVE AND BEYOND"

149 - 180

PARTICIPATION IN PROFESSIONAL DEVELOPMENT AND RELEVANT SPECIAL TRAINING