

General Education Teacher Evaluation Tool 201X-201X

Process based on:

Domain Name	Weight
Domain I. Planning & Preparation	17.5%
Domain II. Classroom Environment & Management	17.5%
Domain III. Instructional Excellence	17.5%
Domain IV. Professional Responsibilities	17.5%
Domain V. Student Growth	30%

Instructional staff will be responsible for creating a personal portfolio for the school year. The portfolio will be to support their efforts in the teaching and learning process. It is recommended that the portfolio be divided into sections to match the evaluation domains. Some suggestions of acceptable artifacts are listed below. Teachers should use their professional judgment when deciding what to include in their portfolio. (Note: the list below for illustrative purposes only. Teachers can select from this list and are encouraged to add artifacts as they see necessary to support their performance.

Examples of Artifacts/Evidence for Teacher Portfolio by Domain

- Planning and Preparation
 - Educational philosophy statement
 - Pacing Guide
 - Lesson Plans (student groups for differentiated instruction)
 - Weekly Assessments
 - Sample Assignments
 - Sample Assessments
 - Reflective Journal
 - Contact Logs
 - Data Notebook
 - Evidence of contributions to team newsletter
 - Grade-books (Edline) current and accurate

- Classroom Environment & Management
 - Classroom Management/Behavior Plan
 - Seating Chart & Rational
 - Room Arrangement & Rational

- Classroom Procedures
- Photographs of classroom layouts and displays
- Photographs of your students in action
- Examples of formal student feedback such as questionnaires

- Instructional Excellence
 - Rubrics
 - Projects
 - Lesson Plans incorporating technology
 - Lesson Plans detailing differentiated instruction
 - Evidence of Pre & Post test data utilized to plan instruction
 - Samples of student work
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- Professional Responsibilities
 - Professional Development Log
 - Attendance Record
 - Evidence of active involvement on committee
 - Evidence of leadership amongst peers
 - Evidence of implementation of skills/strategies from Professional Development
 - Evidence of participation in extra-curricular or after school activities

- Student Growth
 - Scores on standardized tests
 - Scores on quarterly assessments
 - Scores on F & P Assessment

Great Lakes Academy's General Education Teacher Evaluation

Teacher: _____ Evaluator: _____ Date: _____

School Year: _____ Grade Observed: _____ Homeroom: _____ Total Years in Teaching: _____

Performance Rating Scale					
Highly Effective (4) Effective (3) Minimally Effective (2) Ineffective (1)					
Domain I. Planning & Preparation					
Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)	Comments
Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject matter and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.	Click here to enter text.
Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.	Click here to enter text.
Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.	Click here to enter text.
Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.	Click here to enter text.
Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.	Click here to enter text.
Differentiation	Designs lessons that break down complex tasks and address virtually all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.	Click here to enter text.
Environment	Uses room arrangement, materials, and displays to maximize student learning of virtually all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.	Click here to enter text.
Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts tests as instruction proceeds.	Writes final tests shortly before they are given.	Click here to enter text.
Documentation-Lesson Plans	Lesson plans are specific and always submitted.	Lesson plans are specific and often submitted.	Lesson plans are general and/or sometimes submitted.	Lesson plans are general and/or rarely submitted.	Click here to enter text.

Domain II. Environment & Management					
Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)	Comments
Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.	Click here to enter text.
Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.	Click here to enter text.
Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	Click here to enter text.
Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.	Click here to enter text.
Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.	Click here to enter text.
Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.	Click here to enter text.
Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.	Click here to enter text.
Efficiency	Skillfully uses momentum and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.	Click here to enter text.
Prevention	Is alert, poised, dynamic and self-assured and is proactive in deterring virtually all discipline issues.	Has a confident, dynamic presence and is proactive in deterring most discipline issues.	Tries to prevent discipline issues but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problem, and they frequently escalate.	Click here to enter text.
Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.	Click here to enter text.

Domain III. Instructional Excellence					
Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)	Comments
Expectations	Exudes high expectations and determination and convinces virtually all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.	Click here to enter text.
Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.	Click here to enter text.
Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.	Click here to enter text.
Connections	Hooks virtually all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know	Rarely hooks students' interest or makes connections to their lives.	Click here to enter text.
Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.	Click here to enter text.
Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate virtually all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.	Click here to enter text.
Engagement	Gets virtually all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.	Click here to enter text.
Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success	Fails to differentiate instruction for students with learning deficits.	Click here to enter text.
Application	Consistently has virtually all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.	Click here to enter text.
Flexibility	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.	Click here to enter text.

Domain IV. Professional Responsibilities					
Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)	Comments
Attendance	Has perfect or near-perfect attendance.	Has very good attendance.	Has moderate attendance.	Has poor attendance.	Click here to enter text.
Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Click here to enter text.
Professionalism	Presents as a consummate professional and always observes appropriate boundaries/behaviors.	Demonstrates professional demeanor and maintains appropriate boundaries/behaviors.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries/behaviors.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries/behaviors.	Click here to enter text.
Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.	Click here to enter text.
Expectations	Is an active participant of teams and takes part in after-school activities.	Shares responsibility for teams and school-wide activities and takes part in after-school activities.	When asked, will participate on a committee and attend an after-school activity	Declines invitations to participate on committees and attend after-school activities.	Click here to enter text.
Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.	Click here to enter text.
Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.	Click here to enter text.
Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.	Click here to enter text.
Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.	Click here to enter text.
Respect	Wins virtually all students', families', and colleagues' respect and created a positive climate.	Wins the respect of most students, families, and colleagues.	Wins the respect of some students, families, and colleagues.	Is not respected by students, families, and colleagues and the work environment is frequently chaotic.	Click here to enter text.
Documentation-Contact Logs	Contact logs are specific and always submitted.	Contact logs are specific and often submitted.	Contact logs are general and/or sometimes submitted.	Contact logs are general and/or rarely submitted.	Click here to enter text.
Above & Beyond (Bonus Points)	Volunteers for in/out of school activities on a regular basis beyond expectations.	Volunteers for in/out of school activities beyond expectations.	Volunteers for in/out of school activities occasionally beyond expectations.	n/a	Click here to enter text.

Domain V. Student Growth					
Elements	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)	Comments
MEAP	+2 Significant Improvement +1 Improvement Formula designed by MDE	0 Maintaining Formula designed by MDE	-1 Declined Formula designed by MDE	-2 Significant Decline Formula designed by MDE	Click here to enter text.
Scantron (Grades 2-8)	+2 Far Above +1 Above	0 Met	-1 Below	-2 Far Below	Click here to enter text.
NWEA (Grades K-1)	+2 Average of class has met their target +5 or more points +1 Average of class has met their target +3-4 points	0 Average of class has met their target within 2 points	-1 Average of class missed their target within 4 points	-2 Average of class missed their target by 5 or more points	Click here to enter text.
Quarterly Assessments	+2 80% or more of the class scored 20% pts. higher from pretest to post test +1 75%-79% of the class scored 20% pts. higher from pretest to post test	0 70%-74% of the class scored 20% pts. higher from pretest to post test	-1 65%-69% of the class scored 20% pts. higher from pretest to post test	-2 Less than 64% of the class scored 20% pts. higher from pretest to post test	Click here to enter text.
Fountas and Pinnell	+2 Year's growth (3 stages) plus 2 or more stages +1 Year's growth (3 stages) plus 1 more stage	0 Year's growth (3 stages)	-1 Moved 2 stages	-2 Moved 1 stage	Click here to enter text.
Support	Consistently ensures that students who need specialized interventions and help receive appropriate services immediately.	When necessary, refers students for specialized intervention and extra help.	Sometimes does not refer students promptly for special help, and/or refers students who do not need it.	Rarely refers students for special services and/or refers students who do not need them.	Click here to enter text.

MEAP (State provides spreadsheet)

- +2 Significant Improvement
- +1 Improvement
- 0 Maintaining
- 1 Declined
- 2 Significant Decline

NWEA

- +2 Target plus 5 RIT points or more
- +1 Target plus 3-4 RIT points
- 0 Target within 2 RIT points
- 1 within 3-4 points of RIT Target
- 2 within 5 or more RIT points of Target

Scantron

- +2 Far Above
- +1 Above
- 0 Target within 20 points
- 1 Below
- 2 Far Below

Fountas & Pinnell (stages: Beg, Dev, & Sec.) Fall to Spring

- +2 Year's growth (3 stages) plus 2 or more stages
- +1 Year's growth (3 stages) plus 1 more stage
- 0 Year's growth (3 stages)
- 1 Moved 2 stages
- 2 Moved 1 stage

Quarterly Assessments

- +2 80% or more of the class scored 20% pts. higher from pre test to post test
- +1 75%-79% of the class scored 20% pts. higher from pre test to post test
- 0 70%-74% of the class scored 20% pts. higher from pre test to post test
- 1 65%-69% of the class scored 20% pts. higher from pre test to post test
- 2 Less than 64% of the class scored 20% pts. higher from pre test to post test

RATINGS ON INDIVIDUAL RUBRICS

A. Domain I- Planning and Preparation: _____points

B. Domain II- Classroom Environment & Management: _____points

C. Domain III- Instructional Excellence: _____points

D. Domain IV- Professional Responsibilities: _____points

E. Domain V- Student Growth: _____points

Total Points of Parts A-D _____ divided by 40 categories = _____ rating * 70% = _____ rating

Total Points of Part E _____ divided by _____ categories = _____ rating * 30% = _____ rating

End Parts A-D rating _____ + End Part E rating _____ = _____ **Overall Evaluation Rating**

(Circle One) **Highly Effective (4)** **Effective (3)** **Minimally Effective (2)** **Ineffective (1)**

Evaluator Comments:

Staff Member Strengths:

Staff Member Developmental Needs:

Employee Comments:

The employee's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.

Employee: _____

Date: _____

Evaluator: _____

Date: _____