

Boyne Falls Public School



Professional Evaluation Report

Revised: 10-28-11

Teacher's Name: _____

Evaluator: _____

Date of Report: _____ School Year: _____

Date(s) of Formal Observations: _____

Professionalism and Confidentiality (30%)

Attention to Administrative Tasks	Demonstration of Professionalism	Commitment to Professional Growth
<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)	<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)	<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)
Professionalism Overall Points Possible: 12		Total Points Earned:

Instruction (30%)

Knowledge of Instruction	Lesson and Unit Structure	Delivery
<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)	<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)	<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)
Instruction Overall Points Possible: 12		Total Points Earned:

Classroom Environment (30%)

Engaging Students	Culture of Learning	Classroom Management
<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)	<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)	<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)
Classroom Environment Overall Points Possible: 12		Total Points Earned:

Student Achievement (10%)

Assessments	Types of Assessments	Teacher Reflection
<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)	<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)	<input type="checkbox"/> Highly Effective (4 Points) <input type="checkbox"/> Effective (3 Points) <input type="checkbox"/> Minimally Effective (2 Points) <input type="checkbox"/> Ineffective (1 Point)
Student Achievement Overall Points Possible: 12		Total Points Earned:

Student Growth Measurements Employed

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Summary Evaluation

Domain	Domain Score Average <i>(Rounded to nearest tenth)</i>	Weighted/Score	
Professionalism and Confidentiality		30% (x .3)	
Instruction		30% (x .3)	
Classroom Environment		30% (x .3)	
Student Achievement		10% (x .1)	
		OVERALL SCORE	

All things above being taken into account, the overall performance of this teacher is evaluated as (Please check one):

<input type="checkbox"/> Highly Effective	<i>(40 Points and Above)</i>
<input type="checkbox"/> Effective	<i>(31-39 Points)</i>
<input type="checkbox"/> Minimally Effective	<i>(24-30 Points)</i>
<input type="checkbox"/> Ineffective	<i>(Less Than 24 Points)</i>

All things above being taken into account, the overall Progress on the IDP, if applicable) (Please check one):

<input type="checkbox"/> Does Not Meet Goals
<input type="checkbox"/> Progressing Toward Goals
<input type="checkbox"/> Meets Goals
<input type="checkbox"/> Exceeds Goals

Administrator Comments (Optional)

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Additional comments may be attached to this document by the evaluator or the teacher being evaluated.

I have read the above appraisal and I understand that my signature does not indicate my agreement with the content of this appraisal. I also understand that the terms of the appraisal are subject to the district's *Collective Bargaining Agreement*.

Signature of Teacher

Date

Signature of Evaluator

Date

Professional Rubric for the Boyne Falls Public School

Professionalism and Confidentiality

	Ineffective	Minimally Effective	Effective	Highly Effective
Attention to Administrative Tasks (report cards, attendance, etc.)	Poor records and few indicators to monitor and evaluate student progress	Inconsistent records and some indicators to monitor and evaluate student progress.	Adequate records and multiple indicators to monitor and evaluate student progress.	Adequate records and multiple indicators to monitor, evaluate, and effectively communicate student progress.
Demonstration of Professionalism	Practices show a lack of: integrity, honesty, awareness of needs.	Practices sometimes show: integrity, honesty, awareness of needs.	Practices show: integrity, honesty, caring, awareness of needs.	Practices always show: integrity, honesty, caring, awareness of needs.
Commitment to Professional Growth	Does not attend or attempt to advance through: professional development (PD) opportunities, college courses relevant to their teaching discipline, memberships, or district/building committees and/or educational opportunities	Rarely attends or attempts to advance through: PD opportunities, college courses relevant to their teaching discipline, memberships, and/or district/building committees, etc	Attends and advances through: PD opportunities, college courses relevant to their teaching discipline, memberships, and/or district/building committees, etc.	Attends, advances and leads during: PD opportunities, college courses relevant to their teaching discipline, memberships, and/or district/building committees, etc.

Professional Rubric for the Boyne Falls Public School

Instruction

	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Curriculum	Minimal evidence of grade-level curriculum knowledge. Teacher makes content errors or does not correct content errors students make.	Basic content knowledge but does not make connections with other parts of the discipline, with other disciplines, or with real life.	Solid content knowledge and makes connections between content and other parts of the discipline, other disciplines, and/or with real life.	Demonstrates extensive content knowledge and makes connections between content and other parts of the discipline, other disciplines and/or with real life.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different strategies according to student needs. Time allocations are appropriate.
Delivery	Unable to respond to students' learning needs.	Able to respond to students' learning needs and make minor adjustments to lessons.	Able to respond and make adequate adjustments to teaching according to student needs.	Able to respond and make adequate adjustment to teaching according to student needs. Demonstrates smooth transitions, spiraled learning, differentiated instruction, questioning, etc.

Professional Rubric for the Boyne Falls Public School

Classroom Environment

	Ineffective	Minimally Effective	Effective	Highly Effective
Engaging Students	Many students not actively engaged in learning: off task, no evidence of a routine, etc.	Some students not actively engaged: off task, no little of a routine, etc.	Most actively engaged in learning: on task, evidence of a routine, responding to instruction, etc.	Students engaged in learning: on task, evidence of a routine, responding to instruction, following directions, etc.
Culture of learning	Low expectations, academic rigor, and pride in work (students/ self)	Modest expectations, academic rigor, and pride in work (students/ self)	High expectations, academic rigor, and pride in work (students/self)	High expectations, academic rigor, persistence and pride in work (students/self)
Classroom Management	Ineffective classroom: poor procedures. Instructional groups, transitions', handling of supplies, instructional time, arrangement of physical space, student safety practices, etc.	Partially effective classroom: acceptable procedures. Instructional groups, transitions', handling of supplies, instructional time, arrangement of physical space, student safety practices, etc.	Effective classroom: good procedures, instructional groups, transitions', handling of supplies, instructional time, arrangement of physical space, student safety practices, etc.	Highly effective classroom: exceptional procedures. instructional groups, transitions', handling of supplies, instructional time, arrangement of physical space, student safety practices, etc.

Professional Rubric for the Boyne Falls Public School

Student Achievement Data

	Ineffective	Minimally Effective	Effective	Highly Effective
Assessments	Unclear criteria and targets; no student growth apparent	Somewhat clear criteria and targets; some student growth apparent	Clear and rigorous criteria and targets, appropriate student growth, primarily aligned to state/district standards and modified for students with special needs	Clear and exceptional criteria and targets, appropriate student growth, aligned to state/district standards, and modified appropriately for students with special needs
Types of Assessments	Little use of various assessment tools	Some use of various assessment tools	Consistent use of various types of assessment tools	Use of various types of assessment tools
Teacher Reflection	Rare or little evidence that lesson effectiveness has been assessed	Some evidence that lesson effectiveness has been assessed	Consistent evidence that lesson effectiveness has been assessed and that certain outcomes/goals were met	Lesson effectiveness assessed by specific outcomes that were met/not met and adaptations or improvements were made

Boyne Falls Public School

Recommended List of Student Growth Measurements

(This recommended list is not all-inclusive and should be used as a reference, or framework to choose the way in which student achievement growth will be measured.)

Grades K-2	Grades 3-6	Grades 7-8	Grades 9-12
DIBELS	DIBELS		Explore/Work Keys/PLAN
DRA	DRA		Graduation Rates
Trimester/Unit/Chapter Assessments (Pre/Post Tests)	Trimester/Unit/Chapter Assessments (Pre/Post Tests)	Trimester/Unit/Chapter Assessments (Pre/Post Tests)	Trimester/Unit/Chapter Assessments (Pre/Post Tests)
Writing Samples	Writing Samples	Writing Samples	Writing Samples
STAR (1 & 2)	STAR	STAR	STAR
NWEA	NWEA	NWEA	NWEA
Success Maker	Success Maker		ACT
	MEAP	MEAP	MME/MEAP
	Mi-Access	Mi-Access	Mi-Access
Student Performance Project-Based/Portfolio	Student Performance Project-Based/Portfolio	Student Performance Project-Based/Portfolio	Student Performance Project-Based/Portfolio
Special Education Goals and Objectives	Special Education Goals and Objectives	Special Education Goals and Objectives	Special Education Goals and Objectives
Other	Other	Other	Other