



# Webberville Community Schools Teacher Recognition and Improvement Framework

## Purpose

Evaluation in Webberville Community schools is an ongoing process designed to improve the quality of teaching performance by analyzing data and looking for evidence of successful implementation of best practices in the art of teaching. Its purpose is to engage teachers, in collaboration with administrators, in identifying areas of strength and areas of need to provide guidance and strategies to facilitate the process of becoming an effective teacher..

## Effective Teachers

An effective teacher is someone who consistently demonstrates effectiveness in the primary teaching skills. The effective teacher is able to establish an efficient and supportive classroom, where students are engaged in learning because of the meaningful relationships developed and relevance of the activities. Students are challenged because of the rigorous level at which – and manner in which – they must display understanding and application. Students share the responsibility for learning through student-centered activities. The effective teacher is a valued component of the professional learning community because of her/his ability to communicate and collaborate with students, parents, staff and community members.

## Probationary Teachers

Each probationary teacher will be provided with an Individualized Development Plan (IDP). The IDP process and a Pre-Observation Form will be reviewed at the Pre-observation meeting. For the first five years of employment, each probationary teacher will be observed and evaluated a minimum of two times during the school year for no less than thirty consecutive minutes in duration. Following the first evaluation, the evaluator will complete the Classroom Observation Checklist based on multiple observations and review it with the teacher by December 1. The IDP is due by the end of the first semester for first year probationary teachers. An IDP is required and renewed annually.

Following the second evaluation, the evaluator will complete a second Classroom Observation Checklist and Teacher Observation Summary Form and meet with the teacher to discuss the evaluation by April 15. Each meeting will take place within six school days of the completion of the evaluation by the evaluator. A copy of the evaluation will be given to the evaluated teacher at least one day prior to the meeting. By May 1, a Teacher Evaluation Summary Form will be completed, recommending renewal or non-renewal.

## Tenured Teachers

Tenured teachers will be evaluated at least once every year. The evaluator will complete the Classroom Observation Checklist based on multiple observations and will meet to review the observations within six school days of the completion of the evaluation by the evaluator and a Teacher Evaluation Summary Form will be presented. A copy of the evaluation will be given to the evaluated teacher at least one day prior to the meeting. If there is an area of concern an IDP will be developed.

## DESCRIPTION OF LEVELS OF PERFORMANCE BY COMPONENT

### HIGHLY EFFECTIVE

Teachers who are rated highly effective in a given component have demonstrated leadership.. This identifies those who have served as models of successful strategies and innovators of best practices and methods of connecting with students. This level of distinction is assigned to teachers who go above and beyond adherence to best practices. Teachers who receive this rating demonstrate knowledge and command that is widely recognized and inspires higher level thinking and learning in students.

### EFFECTIVE

Teachers at this level demonstrate understanding and use of the concepts underlying the required components of teaching. These concepts, including engaging all students with rigor, relevant activities, and personal relationships, are proficiencies that allow for success in a challenging career field. An effective teacher is a valued member of a professional learning community.

### MINIMALLY EFFECTIVE

Teachers at this level demonstrate minimal understanding or use of the concepts underlying the required components of teaching. These concepts, including engaging all students with rigor, relevant activities, and personal relationships, are proficiencies that allow for success in a challenging career field. A minimally effective teacher needs to work toward becoming a valued member of a professional learning community. Failure to follow plans for improvement and to make progress in areas where a teacher is judged Minimally Effective could result in Ineffective ratings in subsequent evaluations.

### INEFFECTIVE

Teachers at this level do not demonstrate understanding or effective use of the concepts underlying the component. These teachers' skill level is insufficient and interventions have been unsuccessful in producing the change necessary to address the concerns that led to an ineffective rating. An ineffective teacher does not contribute to the professional learning community. Ineffective ratings represent serious concerns that will result in loss of employment if not immediately addressed.

\*\*\*\*Data should support the ratings earned in each category.

# Domain 1: Planning and Preparation

## Component 1 a: Demonstrating Knowledge of Content and Pedagogy

Element: *Knowledge of Content*

KNOWLEDGE OF CONTENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher regularly makes content errors and does not correct content errors students make.</li> <li>New teacher demonstrates a lack of content knowledge expected of a certified teacher.</li> <li>Experienced teacher demonstrates content knowledge inconsistent with experience levels.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher lacks the basic knowledge of content expected of a certified teacher.</li> <li>Teacher has some content knowledge, but needs to improve in breadth and depth to be more effective.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays solid content knowledge and is able to present to students in a manner consistent with his/her experience level.</li> <li>Teacher's ability to make connections to other disciplines or to expand to other frames of reference is established.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays a depth of content knowledge that inspires higher level thinking and learning in students.</li> <li>Teacher regularly shares this knowledge with others beyond the classroom setting.</li> </ul>

## Component 1 b: Selecting Instructional Objectives

Elements: *Alignment with District Curriculum and State Standards; Knowledge of Students*

ALIGNMENT WITH DISTRICT & STATE CURRICULUM	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Objectives are not clearly stated.</li> <li>Objectives do not permit sound assessment</li> <li>Objectives display minimal use or knowledge of district curriculum and state standards for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are not clearly stated.</li> <li>Creating sound assessment for the objective would be challenging</li> <li>Objectives display inadequate use or knowledge of district curriculum and state standards for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are clearly stated.</li> <li>Sound assessments can be created for the objectives.</li> <li>Objectives display solid use or knowledge of district curriculum and state standards for the subject and represent a good balance between district goals and state standards.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are clearly stated.</li> <li>The objectives lend themselves to sound assessment.</li> <li>Objectives display extensive use or knowledge of district curriculum and state standards for the subject and represent an optimal balance between district goals and state standards.</li> </ul>

**Component 1 c: Designing Cohesive Instruction**  
 Element: *Learning Activities, Relevance, Assessment*

**LEVEL OF PERFORMANCE**

		INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>LEARNING ACTIVITIES</b>		<ul style="list-style-type: none"> <li>• Learning activities are designed with little apparent knowledge of or attention to students':               <ul style="list-style-type: none"> <li>-attention span</li> <li>-need for collaboration</li> <li>-need for scaffolding (interconnection of ideas)</li> <li>-accommodations (for special needs students)</li> </ul> </li> <li>• Teacher appears unfamiliar with different learning styles and abilities.</li> <li>• Teacher is unwilling to adjust learning activities to meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays inadequate knowledge of students':               <ul style="list-style-type: none"> <li>-attention span</li> <li>-need for collaboration</li> <li>-need for scaffolding (interconnection of ideas)</li> <li>-accommodations (for special needs students)</li> </ul> </li> <li>• Teacher has insufficient knowledge of different learning styles for her/his level of experience.</li> <li>• Few activities allow for differentiation.</li> <li>• Teacher may show resistance to adjusting learning activities to meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays an accurate understanding of students':               <ul style="list-style-type: none"> <li>-attention span</li> <li>-need for collaboration</li> <li>-need for scaffolding (interconnection of ideas)</li> <li>-accommodations (for special needs students)</li> </ul> </li> <li>• Teacher displays an accurate understanding of different learning styles. Learning activities reflect an ability to differentiate.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays extensive knowledge of students':               <ul style="list-style-type: none"> <li>-attention span</li> <li>-need for collaboration</li> <li>-need for scaffolding (interconnection of ideas)</li> <li>-accommodations (for special needs students)</li> </ul> </li> <li>• Teacher designs lessons/units with learning activities that use dynamic approaches to teaching that allow for extensive differentiation.</li> </ul>
	<b>RELEVANCE</b>		<ul style="list-style-type: none"> <li>• Teacher displays little knowledge of students' interests or background.</li> <li>• Teacher does not indicate an understanding of the value of fostering learning by helping students connect content knowledge to their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays knowledge of students' interests or background.</li> <li>• Teacher occasionally includes information that attempts to help students connect content knowledge to applications of that knowledge in their own lives.</li> <li>• Few activities create opportunities for individualization.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays knowledge of the interests or background of groups of students and recognizes the value of this knowledge.</li> <li>• Teacher frequently includes information that helps students connect content knowledge to applications in their individual lives.</li> <li>• Along with connecting to students' lives, learning activities occasionally connect to other subject areas.</li> </ul>

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
ASSESSMENT	<ul style="list-style-type: none"> <li>Lesson assessments are not effectively planned in that they lack several of the following:               <ul style="list-style-type: none"> <li>-logical evaluation of mastery of the objectives</li> <li>-appropriate rigor balanced with a recognition of students' skills, abilities, and background.</li> <li>-a combination of formative and summative assessment</li> <li>-flexibility for accommodating special needs students</li> <li>- evaluation of base level skills (recall, recognition, definition, etc.) and higher order skills (application, analysis, synthesis, etc.)</li> </ul> </li> <li>Little or no attempt is made to integrate assessments that will help prepare students for high-stakes, standardized testing.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson assessments are weak in that they are only likely to be moderately successful in several of the following areas:               <ul style="list-style-type: none"> <li>-logical evaluation of mastery of the objectives</li> <li>-appropriate rigor balanced with a recognition of students' skills, abilities, and background.</li> <li>-a combination of formative and summative assessment</li> <li>-flexibility for accommodating special needs students</li> <li>-evaluation of base level skills (recall, recognition, definition, etc.) and higher order skills (application, analysis, synthesis, etc.)</li> </ul> </li> <li>Infrequent attempts are made to integrate assessments that will help prepare students for high-stakes, standardized testing.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson assessments are well planned and contain most of the following:               <ul style="list-style-type: none"> <li>-logical evaluation of mastery of the objectives, frequently using effective rubrics for clarity and student self-assessment.</li> <li>-appropriate rigor balanced with a recognition of students' skills, abilities, and background.</li> <li>-a combination of formative and summative assessment</li> <li>-flexibility for accommodating special needs students</li> <li>-evaluation of base level skills (recall, recognition, definition, etc.) and higher order skills (application, analysis, synthesis, etc.)</li> </ul> </li> <li>The teacher integrates assessments that will help prepare students for high-stakes, standardized testing.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson assessments are masterfully planned, containing all of the following:               <ul style="list-style-type: none"> <li>-logical evaluation of mastery of the objectives using effective rubrics for clarity and student self-assessment</li> <li>-appropriate rigor balanced with a recognition of students' skills, abilities, and background.</li> <li>-a combination of formative and summative assessment</li> <li>-flexibility for accommodating special needs students</li> <li>-evaluation of base level skills (recall, recognition, definition, etc.) and higher order skills (application, analysis, synthesis, etc.)</li> </ul> </li> <li>The teacher frequently integrates assessments that will help prepare students for high-stakes, standardized testing.</li> </ul>

## Domain 2: Instruction

### Component 2 a: Facilitating Engagement

*Elements: Structure and Pacing, Balance of Activities*

#### LEVEL OF PERFORMANCE

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
STRUCTURE & PACING	<ul style="list-style-type: none"> <li>There are significant amounts of class time misspent because of excessive time given to independent practice, poor transitioning, or other activities with little engagement and/or ability to promote academic rigor.</li> <li>Learning activities do not adequately fill the instructional time available.</li> <li>The pace of instruction is not conducive to an efficient learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Some class time is misspent because of excessive time given to independent practice, a failure to use the beginning and end of the class period productively, poor transitioning, or other activities with little engagement and/or ability to promote academic rigor.</li> <li>Learning activities do not adequately fill the instructional time available.</li> <li>The pace of instruction should be better monitored to improve the teachers' ability to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>Most class time is used to promote active engagement in learning. Very little is lost to activities that could be done outside of class time. The teacher is able to use the beginning and ending of the class time productively and loses little time as a result of transitioning from one activity to the next.</li> <li>Planned learning activities are well "chunked" for the class time available and for student attention spans. The pace of the class is fast enough to promote good rigor, but not so fast as to leave less gifted or less efficient students behind.</li> </ul>	<ul style="list-style-type: none"> <li>Class time is structured to allow for universal engagement in activities of manageable duration, starting from the first bell and ending with the last.</li> <li>The pace of the class is fast enough to challenge students, but remain manageable for all students.</li> </ul>

<b>BALANCE</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Most instruction is teacher led. Students are seldom physically active and can get through a class period with minimal academic engagement.</li> <li>Student-led instruction lacks the structure and preparation to make it engaging. Students present findings to the class in a manner that does not facilitate engagement and/or there is no accountability for the students listening to learn and/or listen attentively.</li> <li>There is an ineffective balance of individual and cooperative learning opportunities. There could easily be issues of students not engaging but going unnoticed, taking credit for others' work, and/or negatively impacting others' grades and/or opportunities for success.</li> </ul>	<ul style="list-style-type: none"> <li>Much instruction is teacher led. Students are infrequently physically active and may get through a class period with minimal academic engagement.</li> <li>Student-led instruction lacks the structure and preparation to make it engaging. Students present findings to the class in a manner that does not facilitate engagement and/or there is little accountability for the students listening to learn and/or listen attentively.</li> <li>The balance of individual and cooperative learning opportunities should be improved.</li> <li>Cooperative learning activities lack structure.</li> </ul>	<ul style="list-style-type: none"> <li>There is a reasonable balance of teacher-led and student-led (discovery learning) activities.</li> <li>Student-driven activities have enough structure to maintain rigor and to engage most students throughout each activity.</li> <li>Student-led instruction is structured enough to be meaningful, engaging, and efficient.</li> <li>Cooperative learning groups are structured to provide meaningful roles, tasks, and accountability to keep most students engaged.</li> <li>There is a reasonable balance of independent learning and cooperative learning.</li> </ul>	<ul style="list-style-type: none"> <li>There is an optimal balance of teacher-led and student-led (discovery learning) activities.</li> <li>Student-driven activities have enough structure to maintain rigor and to engage all students throughout each activity.</li> <li>Student-led instruction is structured enough to be meaningful, engaging, and efficient. Students are motivated to put in the research and preparation to present as "experts" in their area.</li> <li>Cooperative learning groups are structured to provide meaningful roles, tasks, and accountability to keep all students engaged.</li> <li>There is an optimal balance of independent learning and cooperative learning.</li> </ul>

**Component 2 b: Facilitating Learning**

*Elements: Directions & Procedures, Use of Resources, Questioning/Discussion, Assignments & Activities, Assessing Learning*

<b>LEVEL OF PERFORMANCE</b>				
<b>DIRECTIONS &amp; PROCEDURES</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are confusing to students.</li> <li>Spoken or written language may contain many grammar and syntax errors.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are clarified after initial student confusion.</li> <li>Directions and procedures are excessively detailed or limited.</li> <li>Teacher's spoken and written language is sometimes clear and correct.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are clear and succinct. They are given at a time and manner that allows for successful transitions</li> <li>Teacher's spoken and written language is clear and fitting for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are exceptionally clear to students. They are given at a time and manner that creates successful transitions.</li> <li>Teacher anticipates possible student misunderstanding with a variety of accommodations.</li> <li>Teacher's spoken and written language is clear, well-suited for the audience, and expressive.</li> </ul>

<b>USE OF RESOURCES</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher does not make good use of supplementary materials, technology, and/or community resources to further student learning.</li> <li>No attempt to utilize available training is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary materials, technology, and/or community resources are not well used to further student learning.</li> <li>Supplementary materials or resources do not match well with lesson objectives. These may negatively influence lesson cohesion.</li> <li>There is little evidence that information given at training opportunities is utilized to improve instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary materials, technology, and/or community resources align with the lesson objectives to aid student learning.</li> <li>Materials/presentation equipment improve student engagement and learning and offer greater flexibility.</li> <li>Information gained from professional development are used to improve instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary materials, technology, and/or community resources are skillfully chosen and implemented to align with the lesson objectives and aid student learning.</li> <li>Resources integrate well with lesson to maximize relevance, efficiency, and differentiation.</li> </ul>
<b>QUESTIONING / DISCUSSION</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Interaction between teacher and students is predominately recitation/lecture style.</li> <li>Teacher is oblivious to student response and does not initiate discussion.</li> <li>Most questions require yes/no answers or are not authentic.</li> <li>The teacher frequently answers his/her own questions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher occasionally attempts to engage the students in the discussion, but with only limited success.</li> <li>Teacher is inconsistent in managing discussion</li> <li>Many questions require yes/no answers or are not authentic.</li> <li>Sufficient wait-time is not given for students to answer/engage.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher engages students in discussion, stepping aside for student-initiated discussion when appropriate.</li> <li>The teacher is effective in managing discussion to keep it moving toward collaborative understanding.</li> <li>The teacher asks a good combination of knowledge-level and higher-level questions to allow all students to participate successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher guides students to assume responsibility for their discussion, initiating topics and formulating questions</li> <li>The teacher and the students are able to generate and ask authentic questions that stimulate higher-order thinking.</li> </ul>
<b>ASSIGNMENTS &amp; ACTIVITIES</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>The teacher's introduction of activities and assignments is disconnected from the instruction prior and/or after. Students are not challenged or empowered to engage in the activity.</li> <li>The teacher provides little support to students working through the assignment and/or redirection for students when their attention or engagement falters.</li> <li>Teacher ignores students' questions or interests.</li> <li>Teacher accepts minimal compliance or effort from students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's introduction of activities and assignments is somewhat disconnected from the instruction prior or after. Students are minimally challenged or empowered to engage in the activity.</li> <li>The teacher is inconsistent in providing support to students working through the assignment and/or redirecting students when their attention or engagement falters.</li> <li>Teacher inconsistently accommodates students' questions or interests.</li> <li>Students are encouraged to give a reasonable effort, but with inconsistent results.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher introduces activities and assignments in a way that allows students to successfully engage in the activity, recognizing that it is a logical culmination of prior instruction or anticipatory set for future instruction.</li> <li>The teacher facilitates the lesson in such a way that students are supported in working through the assignment and redirected when attention or engagement falters. The teacher encourages students to give their best effort.</li> <li>Teacher accommodates students' questions or interests.</li> <li>Teacher persists in seeking approaches for struggling and advanced students, using varied instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher introduces activities and assignments in a way that generates enthusiasm for the activity, with students recognizing that it is a logical culmination of prior instruction or anticipatory set for future instruction.</li> <li>Most students give their best effort because of the realization of the intrinsic value of the activity or of the knowledge or skills to be derived from it.</li> <li>Teacher persists in seeking effective approaches for both struggling and advanced students, using an extensive repertoire of strategies.</li> </ul>

ASSESSING LEARNING	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher does not know if the lesson was effective or achieved its goal.</li> <li>Teacher adheres rigidly to instructional plan, even when change will clearly improve a lesson.</li> <li>The teacher uses primarily summative assessment.</li> <li>Formal evaluations are not assessed and returned within a reasonable amount of time.</li> <li>There is little or no feedback given on formal assessments that could be used to improve future learning or testing.</li> <li>The teacher does little to help students learn or improve test-taking strategies for the class.</li> <li>The teacher does little to help students learn or improve test-taking strategies for high-stakes tests.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has limited awareness of whether the lesson was effective or achieved its goal.</li> <li>Some adjustments, such as reviewing, re-teaching, re-testing, are made as needed based on the teacher's assessment of student understanding, but with limited success.</li> <li>The teacher uses mostly summative assessment.</li> <li>Formal evaluations are not assessed and returned within a reasonable amount of time or there is little feedback given on formal assessments that could be used to improve future learning or testing.</li> <li>The teacher shows concern for students' lack of success or effort on tests, but does not adequately assist students in developing good study skills and/or test-taking strategies.</li> <li>The teacher does not make sufficient effort to help students learn or improve test-taking strategies for high-stakes tests.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the lesson, the teacher formally or informally assesses student learning (formative assessment).</li> <li>Teacher makes minor adjustments to lessons to accommodate students' questions or interests.</li> <li>The teacher encourages students to use the formative assessments to assess their progress and adjust appropriately.</li> <li>Formal evaluations are assessed and returned in a timely manner.</li> <li>There is feedback given on formal assessments that should improve future learning or testing.</li> <li>When returning assessments, the teacher goes over them with the students and redirects the students to the objectives of the lesson(s), the mastery of which the assessment was designed to test.</li> <li>The teacher implements assessments that are similar to standardized tests (MEAP, MME, ACT, etc.) and occasionally gives students tips and ideas for translating prior knowledge and classroom activities to success on those tests.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the lesson, the teacher formally or informally assesses student learning and empowers students to do the same.</li> <li>Teacher creatively makes major adjustments to lessons, and builds on spontaneous event or student-initiated activity with exceptional results.</li> <li>The teacher uses formative assessment frequently and requires students to analyze the formative assessments to assess their progress and adjust appropriately.</li> <li>Formal evaluations are assessed and returned quickly and with feedback that students analyze to improve their learning.</li> <li>Throughout a lesson or unit, students are assessing their mastery of the objective(s).</li> <li>The teacher implements assessments that are similar to standardized tests (MEAP, MME, ACT, etc.) and gives students tips and ideas for translating prior knowledge and classroom activities to success on those tests.</li> </ul>

### Domain 3: Classroom Environment

#### Component 3 a: Creating an Environment of Respect and Rapport

Elements: *Teacher Interaction with Students* and *Student Interaction with Students*

TEACHER INTERACTIONS	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.</li> <li>Students exhibit disrespect for teacher and their interactions are characterized by conflict, sarcasm, or other non-attentive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are inconsistent or inappropriate.</li> <li>Teacher/student interactions sometimes reflect disrespect, favoritism, or disregard for students' differences.</li> <li>Students exhibit only minimal respect for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are appropriate, respectful, and caring.</li> <li>Teacher/student interactions are appropriate to developmental and cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates caring and respect for individual students and teaches students the value of teamwork and diversity.</li> <li>Students consistently exhibit respect for teacher.</li> </ul>

<b>STUDENT INTERACTIONS</b>	<ul style="list-style-type: none"> <li>There is no clear code of conduct governing student treatment of one another or the code is not enforced.</li> <li>Students regularly demonstrate negative behavior toward one another.</li> </ul>	<ul style="list-style-type: none"> <li>There is a code of conduct for student interaction but it is inconsistently enforced.</li> <li>Students sometimes demonstrate negative behavior toward one another.</li> </ul>	<ul style="list-style-type: none"> <li>There is a code of conduct for student interaction that is enforced consistently.</li> <li>Students exhibit respect for each other in the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>Students have helped to develop a code of conduct for peer interaction that is enforced consistently and effectively.</li> <li>Students demonstrate genuine caring for one another as individuals and show consistent evidence of a strong learning community.</li> </ul>
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### Component 3 b: Establishing a Culture for Learning

*Elements: Goal Setting, Ability to Maintain Productive Collaboration, Establishing Relevance*

LEVEL OF PERFORMANCE					
GOAL SETTING					
INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE		
<ul style="list-style-type: none"> <li>There is little or no discussion of goals of the class or lesson. The class is process and/or task oriented with students provided little insight as to the desired outcomes or the strategies for reaching them.</li> </ul>	<ul style="list-style-type: none"> <li>Students are not always made aware of the goal(s) of the class period.</li> <li>Strategies for accomplishing goals are seldom communicated or do not align well with the goals.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate goals have been set for each class period and communicated to students.</li> <li>Strategies align well with the goals and students are able to measure their progress toward the goal(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students assist in developing goals for a class and/or activity.</li> <li>Students assist in developing strategies to reach goals of a class or activity.</li> </ul>		
ABILITY TO MAINTAIN PRODUCTIVE COLLABORATION	<ul style="list-style-type: none"> <li>Cooperative learning groups are given little direction or accountability resulting in minimal productivity and/or balance of participation among group members.</li> <li>Cooperative learning groups are selected in such a way that student abilities and chemistry are not well matched.</li> <li>The teacher does not monitor cooperative learning groups effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative learning groups are given insufficient direction or accountability resulting in minimal productivity and/or balance of participation among group members.</li> <li>The student abilities and chemistry in some cooperative learning groups are not well matched.</li> <li>The teacher does not monitor or redirect cooperative learning groups consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative learning groups are structured in a way that provides a meaningful role for all group members and accountability to assure that all will either participate or be held individually responsible for not doing so.</li> <li>Groups are well chosen to facilitate peer learning and productive interaction.</li> <li>The teacher monitors the cooperative learning groups proactively, assuring good collaboration and appropriate rigor for all participants.</li> </ul>	<ul style="list-style-type: none"> <li>Students play a role in developing meaningful roles and accountability for cooperative learning.</li> <li>All groups work toward peer learning and are committed to producing an outcome consistent with the talents of all group members.</li> <li>The teacher proactively monitors cooperative learning groups and assures that maximum learning and rigor is achieved by each group.</li> </ul>	
ESTABLISHING RELEVANCE	<ul style="list-style-type: none"> <li>Teacher or students convey a negative attitude toward content.</li> <li>Teacher suggests that the content is not important or is mandated by others.</li> <li>The teacher is not able to answer the question, "Why do we need to know this?"</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates importance of the work but with minimal success. Real-life applications for the knowledge or skill are only occasionally offered or given.</li> <li>Students demonstrate only minimal commitment to the importance of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates importance of the work and the impact it does/can have on students' lives.</li> <li>Teacher demonstrates enthusiasm for the subject.</li> <li>Students demonstrate commitment to the importance of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher powerfully communicates importance of the work and the impact it does/can have on students' lives.</li> <li>Teacher demonstrates genuine enthusiasm for the subject and a passion for learning in the field.</li> <li>Students demonstrate an understanding of the intrinsic value of the work.</li> </ul>	

### Component 3 c: Classroom Management

*Elements: Procedures, Transitions/Time on Task, Management of Physical Environment, Response to Issues*

LEVEL OF PERFORMANCE					
		INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>PROCEDURES</b>	<b>TRANSITIONS / TIME ON TASK</b>	<ul style="list-style-type: none"> <li>No standards of conduct have been established.</li> <li>Teacher is unaware of misbehavior.</li> <li>Procedures have not been created/communicated for performing non-academic tasks (sharpening pencil, throwing away paper, getting missed work, turning in assignments, etc.) efficiently and without interrupting the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct have been established for some situations.</li> <li>The teacher is inconsistently aware of student behavior.</li> <li>Procedures have been created/communicated for performing non-academic tasks (sharpening pencil, throwing away paper, getting missed work, turning in assignments, etc.) but are ineffectively and/or inconsistently enforced.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct are well-established.</li> <li>Teacher is aware of student behavior and consistently enforces standards.</li> <li>Procedures have been created and communicated for performing non-academic tasks (sharpening pencil, throwing away paper, getting missed work, turning in assignments, etc.) and effectively minimize disruptions and delays.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct are well-established and students take ownership of the standards.</li> <li>Monitoring by teacher is subtle and proactive, encouraging students to monitor their own behavior.</li> <li>Students have been involved in creating and assuming responsibility for following procedures for performing non-academic tasks (sharpening pencil, throwing away paper, getting missed work, turning in assignments, etc.) and effectively minimize disruptions and delays.</li> </ul>
	<b>MANAGEMENT OF THE PHYSICAL ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>Transitions are inefficient resulting in time off task and opportunities for disruptive behaviors.</li> <li>Considerable instructional time is lost in performing non-instructional duties (taking attendance, remediating students absent the prior day, handing back papers, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Transitions are sporadic, resulting in loss of instructional time and opportunities for problematic behaviors.</li> <li>Systems for performing non-instructional duties (taking attendance, remediating students absent the prior day, handing back papers, etc.) are in place, but are inefficient and result in loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Transitions occur smoothly with little loss of instructional time.</li> <li>Efficient systems for performing non-instructional duties (taking attendance, remediating students absent the prior day, handing back papers, etc.) are in place, resulting in minimal loss of instructional time and foster student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Transitions are seamless, with students assuming responsibility for efficient operation.</li> <li>Systems for performing non-instructional duties (taking attendance, remediating students absent the prior day, handing back papers, etc.) are well established, with students assuming responsibility for productivity throughout.</li> </ul>
	<b>RESPONSE TO ISSUES</b>	<ul style="list-style-type: none"> <li>The classroom is unsafe.</li> <li>The physical resources are not suited to engagement in the lesson's activities or help cause disruptions.</li> <li>Learning is not accessible to some students.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is not always safe</li> <li>The physical resources are inconsistently adjusted for lessons and occasionally cause disruption rather than helping to facilitate learning or cooperation.</li> <li>At times, learning is not accessible to some students.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe.</li> <li>The use of physical resources is consistently and reasonably well adjusted to facilitate learning and/or collaboration.</li> <li>Learning is consistently accessible to all students.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe.</li> <li>Students use physical resources optimally to advance their own purposes in learning.</li> <li>All learning is equally accessible to all students.</li> </ul>
	<b>MANAGEMENT OF THE PHYSICAL ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>Teacher does not respond to misbehavior.</li> <li>Teacher response is inappropriate</li> <li>Teacher response is inconsistent and/or insufficient.</li> <li>Disruptive behavior occurs frequently.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to respond to student misbehavior.</li> <li>Teacher response is usually appropriate.</li> <li>Teacher response is sometimes inconsistent and/or insufficient in dealing with disruptive behavior.</li> <li>Disruptive behavior sporadically interrupts the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher proactively monitors student behavior effectively.</li> <li>Interactions are successful and show respect for the student's dignity.</li> <li>Student behavior is appropriate.</li> <li>No serious disruptive behavior occurs and minor disruptions are infrequent.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and students proactively monitor behavior.</li> <li>Interactions are highly successful and show respect for the student's dignity.</li> <li>Student behavior is highly appropriate.</li> </ul>

## Domain 4: Professional Responsibility

### Component 4 a: Maintaining Accurate Records

*Element: Maintenance of Accurate Grading, Testing, and Attendance Records*

#### LEVEL OF PERFORMANCE

<b>MAINTAINING ACCURATE RECORDS</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>The teacher's grading system is primarily based on work completion.</li> <li>Teacher's system for maintaining information on student completion of assignments and progress in learning is in disarray.</li> <li>Teacher's taking or reporting of attendance is inaccurate and/or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's grading system reflects work completion more accurately than concept mastery.</li> <li>Teacher's system for maintaining information on student completion of assignments and progress in learning is inconsistent.</li> <li>Teacher's taking or reporting of attendance is occasionally inaccurate or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's grading system is effective for communicating mastery of concepts.</li> <li>Teacher's system for maintaining information on student completion of assignments and progress in learning is consistent and provides meaningful information.</li> <li>The teacher takes attendance accurately and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's grading system communicates mastery of concepts and the teacher has empowered students and parents to use the system to monitor and adjust student work and study habits.</li> <li>Teacher's system for maintaining information on student completion of assignments and student progress in learning is fully effective.</li> <li>Students participate in maintaining records based on their age.</li> <li>The teacher takes attendance accurately and consistently.</li> </ul>

### Component 4 b: Communicating with Families

*Elements: Communication of Overview of the Instructional Program, Individual Student Progress, and Upcoming Events*

#### LEVEL OF PERFORMANCE

<b>OVERVIEW</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher provides little information about his/her classroom expectations, philosophies, goals, and instructional program to families.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in the school's activities for parent communication, but offers little additional information.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in the school's activities for parent communication and proactively provides information to parents about his/her classroom expectations, philosophies, remediation assistance, and opportunities to expand student learning outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides frequent information to parents about his/her classroom goals, strategies, and student opportunities to modify or expand the instructional program.</li> <li>Students may participate in preparing and reporting materials.</li> </ul>
<b>STUDENT PROGRESS</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is inconsistent in responding to parent concerns or providing information in a timely manner.</li> <li>Teacher lacks appropriate tact in communicating concerns to parents.</li> <li>Teacher is able to recognize student issues, but struggles to communicate meaningful strategies for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates with parents about students' progress on a regular basis.</li> <li>Teacher is responsive to parent concerns.</li> <li>Teacher communicates student concerns, along with ideas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides information to parents frequently on both positive and negative aspects of student progress.</li> <li>Response to parent concerns is handled with great sensitivity.</li> <li>Teacher regularly works with students and parents to proactively solve issues and improve educational opportunities for students.</li> </ul>

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
UPCOMING ACTIVITIES	<ul style="list-style-type: none"> <li>Teacher makes no attempt to communicate upcoming projects, tests, school events and initiatives.</li> <li>Teacher does not facilitate planner use.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes modest and inconsistent attempts to communicate upcoming projects, tests, school events and initiatives.</li> <li>Teacher inconsistently promotes planner use.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher proactively communicates upcoming projects, tests, and activities. Ideas for supporting students in completing or preparing for upcoming initiatives is occasionally provided.</li> <li>Teacher requires and models planner use for communication.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher proactively communicates ongoing and upcoming projects, tests, and activities along with ways that the parent/guardians can assist student in completing or preparing for them.</li> <li>Students contribute ideas for projects that will be enhanced by family participation.</li> <li>Planner use is an integral part of communication between school and home</li> </ul>

**Component 4 c: Contributing to the School and District**

*Elements: Relationship with Colleagues, Participation in School Events and District Projects*

	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
COLLEAGUES	<ul style="list-style-type: none"> <li>Teacher's relationships with colleagues are negative or self-serving.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has effective professional relationships with some colleagues, but also has strained relationships and difficulties working or communicating productively with others.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher supports and cooperates with colleagues. Relationships with many teachers are collegial and are cordial with all.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently supports and cooperates with colleagues.</li> <li>Teacher takes initiative in assuming leadership and promoting collegiality among the faculty.</li> </ul>
SCHOOL EVENTS AND PROJECTS	<ul style="list-style-type: none"> <li>Teacher avoids becoming involved in school events and district projects or is openly negative when participating.</li> <li>Teacher does not participate in the school improvement process.</li> <li>No attempt is made to fulfill the shared values or vision of the building or district.</li> <li>Selected goals and strategies are not implemented within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher avoids becoming involved in school events and district projects or ineffectively participates when participating.</li> <li>The teacher inconsistently attends and participates in school improvement activities.</li> <li>The teacher is unable to fulfill the shared values or vision of the building or district.</li> <li>Teacher attempts to implement selected goals and strategies in the classroom but is unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates willingly and effectively in school events and district projects.</li> <li>Teacher is actively involved in the school improvement process.</li> <li>Teacher implements all goals and strategies that have been selected by the building staff.</li> <li>The teacher demonstrates adherence to the values of the district and works to fulfill the vision.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher volunteers to participate in school events and district projects, makes substantial contributions, and assumes leadership roles when appropriate.</li> <li>The teacher takes a leadership role in developing shared values, vision, goals and strategies, and continually models application of these ideas and promotes them in the school community.</li> <li>The teacher helps others see their role in the process of upholding the values and working to achieve goals and fulfill the vision of the building and district.</li> </ul>

**Component 4 d: Professional Development**  
*Enhancement of Knowledge in the Art of Teaching and Service to the Profession*

**LEVEL OF PERFORMANCE**

<b>PROFESSIONAL DEVELOPMENT</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher often fails to attend professional development activities.</li> <li>When present, he/she is often involved in activities unrelated to the instruction.</li> <li>Teacher makes little effort to share knowledge with others or to assume professional responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in professional activities to a limited extent when they are convenient or when required. Classroom teaching reflects little or no implementation of PD.</li> <li>Teacher shows inconsistent effort or willingness to share knowledge or assume professional responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher seeks out opportunities for meaningful professional development to enhance content knowledge and skill.</li> <li>Teacher shares knowledge gained through professional development when requested.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher seeks out opportunities for professional development for his/her teaching or for school initiatives and integrates them effectively.</li> <li>Teacher offers to provide training/mentoring to her/his colleagues with skilled efficiency.</li> </ul>

**Component 4 e: Professionalism**

*The teacher demonstrates professional conduct in representing the school, maintaining a positive, problem-solving attitude, acting morally and ethically, respecting confidentiality, supporting decisions, communicating issues, and relationships with others.*

**LEVEL OF PERFORMANCE**

<b>PROFESSIONAL CONDUCT</b>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	<ul style="list-style-type: none"> <li>Teacher conduct is not professional in several of the following categories:                      -Advocating for school                      -Problem-solving                      -Positive attitude                      -Moral/ethical conduct                      -Confidentiality                      -Department/committee participation and contribution                      -Accepting group decisions that run contrary to the teacher's own preference                      -Communicating concerns through proper channels                      -Maintaining appropriate (professional) relationships with students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher conduct is not professional in one or more of the following categories:                      -Advocating for school                      -Problem-solving                      -Positive attitude                      -Moral/ethical conduct                      -Confidentiality                      -Department/committee participation and contribution                      -Accepting group decisions that run contrary to the teacher's own preference                      -Communicating concerns through proper channels                      -Maintaining appropriate (professional) relationships with students and/or parents.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is supportive and promotes a positive image of the school and district.</li> <li>Teacher models an ability to solve issues.</li> <li>Teacher's attitude frequently improves outlook of others.</li> <li>Teacher conduct is consistently moral and ethical.</li> <li>Teacher respects confidentiality.</li> <li>Teacher participates and contributes meaningfully in department meetings and initiatives.</li> <li>Teacher follows through with group or administrative decisions.</li> <li>Teacher proactively communicates concerns through proper channels.</li> <li>Teacher maintains positive, professional relationships with students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is a positive advocate and representative of the school and district.</li> <li>Teacher is sought out for problem-solving ability.</li> <li>Teacher maintains a positive attitude that is infectious.</li> <li>Teacher conduct is consistently moral and ethical.</li> <li>Teacher respects confidentiality and encourages others to do the same.</li> <li>Teacher participates and contributes meaningfully in department meetings and initiatives. Teacher takes leadership when appropriate.</li> <li>Teacher promotes and follows through with group or administrative decisions.</li> <li>Teacher proactively communicates concerns through proper channels and helps prevent issues.</li> <li>Teacher promotes positive, professional relationships with students and parents.</li> </ul>



# Webberville Community Schools

## Pre-Observation Form

(Completed by the teacher and discussed with the administrator at the Pre-Observation Conference)

Teacher	Administrator	Date
Grade Level	Subject	Date of Lesson

1. Identify the general characteristics of the class. (Classroom Environment)
2. List the objectives for the lesson(s). (Preparation and Planning)
3. Briefly describe the content and methods of the lesson(s) progress toward achieving the objectives. (Planning)
4. State how you will measure the students' progress toward achieving the objectives. (Assessment)
5. Briefly describe your communication and record keeping for the class. (Communication and Professional Responsibility)
6. Please check the areas below in which you would like specific feedback from the administrator.

<input type="checkbox"/> Classroom Environment	<input type="checkbox"/> Assessment (Formative/Summative)
<input type="checkbox"/> Universal Engagement	<input type="checkbox"/> Differentiation
<input type="checkbox"/> Preparation and Planning	<input type="checkbox"/> Communication and Professional Responsibility
<input type="checkbox"/> Vocabulary Instruction	<input type="checkbox"/> Authentic Discussion
<input type="checkbox"/> Comprehension Strategies	<input type="checkbox"/> Interventions/Accommodations
<input type="checkbox"/> Note-Taking	<input type="checkbox"/> Other

7. Teacher questions



# Webberville Community Schools INDIVIDUAL DEVELOPMENT PLAN

Teacher: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

## Identify Professional Goals

Include an action plan, a timeline to be completed, a method of assuring your goal, and what, if any, resources are needed to help you accomplish your identified goals.

**Each goal requires a separate Professional Development Goal sheet.**

GOAL:

PURPOSE OF GOAL:

TEACHER PLAN TO ACCOMPLISH GOAL:

RESOURCES NEEDED TO ACCOMPLISH GOAL:

ADMINISTRATIVE SUPPORT:

METHOD FOR ASSESSMENT:

TIMELINE FOR ACCOMPLISHMENT OF GOAL:

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Mentor/  
Association Rep. \_\_\_\_\_ Date \_\_\_\_\_

Signature of Administrator \_\_\_\_\_ Date \_\_\_\_\_

# WEBBERVILLE COMMUNITY SCHOOLS TEACHER EVALUATION SUMMARY FORM

Teacher: \_\_\_\_\_

Position/Teaching Assignment: \_\_\_\_\_

Tenured    Probationary    1    2    3    4

Observation Dates: Unannounced \_\_\_\_\_ Announced \_\_\_\_\_

## PURPOSE

Evaluation is an on-going process to improve the quality of performance as well as identify areas of strength and required improvement. It promotes growth in teacher effectiveness by interaction between the teacher and administrator.

## PROBATIONARY TEACHERS

An Individual Development Plan (IDP) is due by the end of the first semester for first year probationary teachers. An IDP is required and renewed annually. Two written observation summaries will be completed each year; the first semester summary is due by December 1; the second semester summary is due April 15.

## TENURED TEACHERS

Tenured teachers will create Professional Development Goals that will be reviewed through the year by the administrator. One written evaluation (minimum), based on multiple observations, will be completed each year.

OPTIONAL ADMINSTRATOR COMMENTS: \_\_\_\_\_

RECOMMENDATION:

Probationary:  Renewal                       Non-Renewal                       Merit Pay

Tenured :    "Effective" Rating                       IDP                       Merit Pay

Employee Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date \_\_\_\_\_

*The teacher's signature indicates that the teacher and evaluator have discussed this report together. It does not necessarily mean that the teacher and evaluator agree with all ratings or remarks contained herein.*

ONE COPY: PERSONNEL FILE  
ONE COPY: BUILDING ADMINISTRATOR  
ONE COPY: TEACHER  
ONE COPY: WEA PRESIDENT

## Webberville Community Schools Classroom Evaluation Checklist

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Cycle: \_\_\_\_\_

<b>THE FOUR DOMAINS OF TEACHING RESPONSIBILITY</b>	Ineffective	Minimally Effective	Effective	Highly Effective	Comments
<b>DOMAIN 1: PLANNING AND PREPARATION</b>					
Component 1a: Demonstrating Knowledge of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1b: Selecting Instructional Goals					
• Alignment with District & State Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1c: Designing Cohesive Instruction					
• Learning Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN 2: INSTRUCTION</b>					
Component 2a: Facilitating Engagement					
• Structure & Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2b: Facilitating Learning					
• Directions & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Use of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Questioning / Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assignments & Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assessing Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN 3: THE CLASSROOM ENVIRONMENT</b>					
Component 3a: Creating an Environment of Respect & Rapport					
• Teacher Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Student Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 3b: Establishing a Culture for Learning					

• Goal Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Ability to Maintain Productive Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Establishing Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 3c: Classroom Management					
• Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Transitions / Time on Task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Management of the Physical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Response to Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>					
Component 4a: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 4b: Communicating with Families					
• Overview of Instructional Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Individual Student Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Upcoming Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 4c: Contributing to the School and District					
• Relationships with Colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• School Events & Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 4d: Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 4e: Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN 5: STUDENT GROWTH AND OTHER DATA</b>					
Standards-Based Local Assessment (GLCE, HSCE, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Weekly Grade Updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Failure Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parent Contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student Surveys (Secondary only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State Test Scores (MEAP, MME)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National Test Scores (ACT, AIMS, DRA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**OPTIONAL ADMINISTRATOR COMMENTS:**

Employee Signature: \_\_\_\_\_

\_\_\_\_\_

Date

Evaluator Signature: \_\_\_\_\_

\_\_\_\_\_

Date

Mentor/Assoc. Rep Signature: \_\_\_\_\_

\_\_\_\_\_

Date