

A photograph of a female teacher in a pink sweater leaning over a desk to assist three young students. The students, a girl and two boys, are looking at books and smiling. The scene is brightly lit and takes place in a classroom setting.

**TEACHER EVALUATION PROCESS & TOOLS:**  
**Eastern High School Presentation**

# PRESENTATION OBJECTIVES

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- Provide an overview of the evaluation process and tools
- Provide an opportunity to ask questions about the evaluation process and tools

# DESIGN PRINCIPLES

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Tools that:

- Reflect best practices and research;
- Emphasize the things that matter most;
- Align to on-going improvement efforts;
- Provide a basis (i.e., data) for designing professional learning; and
- Are relatively easy to understand and use.



# EVALUATION TOOLS

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- Process Overview (Signature Page)
- Evaluation Rubric
- Classroom Observation Tool
- Pre-Conference Self-Reflection
- Post-Conference Self-Reflection
- Parent/Community Engagement Log
- Teacher Collaboration Log

# PROCESS OVERVIEW

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- Overview of the Process
- Student Achievement Goal
- Pre-Conference & Self-Reflection
- Formal Observation
- Post-Conference & Self-Reflection
- Follow-up Observation (Optional)
- Summative Evaluation Meeting

## OVERVIEW OF THE EVALUATION PROCESS & TIMELINE

**Directions:** The teacher and primary evaluator shall jointly record the date and initial each step of this timeline.

Teacher Name:	Employee ID #:
School Name:	Administrative Representative:
Primary Evaluator:	Secondary Evaluator(s):

Evaluation Activity	Due Date	Date Completed	Teacher Initials	Evaluator Initials
Overview of the Evaluation Tools and Process	Sept 2014			
Teacher determines Annual Student Achievement Goal	Sept 2014			
<b>Observation Cycle #1 (Tracks I, II, III, and IV)</b>				
Pre-Observation Conference and Self-Assessment	Oct-Nov 2014			
Observation (completed within three days of the Pre-Observation Conference)	Oct-Nov 2014			
Post-Observation Conference and Self-Assessment (completed within two days of the Observation)	Oct-Nov 2014			
Optional: Follow-Up Classroom Observation	Oct-Nov 2014			
<b>Observation Cycle #2 (Tracks I, II, III, and IV)</b>				
Pre-Observation Conference and Self-Assessment	Nov-Jan 2014			
Observation (completed within three days of the Pre-Observation Conference)	Nov-Jan 2014			
Post-Observation Conference and Self-Assessment (completed within two days of the Observation)	Nov-Jan 2014			
Optional: Follow-Up Classroom Observation	Nov-Jan 2014			
<b>Observation Cycle #3 (Tracks I, III, and IV)</b>				
Pre-Observation Conference and Self-Assessment	Jan-Feb 2014			
Observation (completed within three days of the Pre-Observation Conference)	Jan-Feb 2014			
Post-Observation Conference and Self-Assessment (completed within two days of the Observation)	Jan-Feb 2014			
Optional: Follow-Up Classroom Observation	Jan-Feb 2014			

Summative Evaluation Meeting	Feb-Mar 2014			
Overall Performance Level (Check One)	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Ineffective
Recommended Evaluation Track (Check One)	<input type="checkbox"/> Track I	<input type="checkbox"/> Track II	<input type="checkbox"/> Track III	<input type="checkbox"/> Track IV

Teacher Signature/Date:	Evaluator Signature/Date:
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This document is to be submitted along with the completed Evaluation Rubric, Self-Assessments, and Lesson Plans (optional) to HR no later than **March 31**. All documents submitted to HR must be originals. For teachers hired after the start of a school year, an alternative calendar will be established jointly between the administrator and teacher within 15 calendar days of their start date.





# EVALUATION RUBRIC

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- Student Achievement (34 points)
- Planning & Preparation (15 points)
- Classroom Instruction (18 points)
- Classroom Environment (15 points)
- Commitment to Community (6 points)
- Core Professionalism (12 points)

### Eastern High School Teacher Evaluation Rubric

Strand	Ineffective	Minimally Effective	Effective	Highly Effective	Documentation & Artifacts	Point Values
<b>SECTION #1: STUDENT ACHIEVEMENT (0 - 34 points)</b>						
Strand	0 points	6 points	12 points	17 points		
School Achievement	No growth	0.1% to 4.9% growth	5.0% to 9.9% growth	≥10.0% growth	School Aggregate Data (MEAP/MME)	0-17
Classroom Achievement	No growth	0.1% to 4.9% growth	5.0% to 9.9% growth	≥10.0% growth	Classroom Data (Building-wide Initiatives)	0-17
<b>SECTION #2: PLANNING &amp; PREPARATION (0 - 15 points)</b>						
Strand	0 points	1 point	2 points	3 points		
Learning Objective	Teacher develops a general student learning objective for her/his class OR does not develop a learning objective at all.	Teacher develops a measureable student learning objective for her/his class.	Teacher develops a measurable student learning objective for her/his class that is aligned with a data-based need.	Teacher develops an ambitious and measurable student learning objective for her/his class that is aligned with a data-based need.	Evidence presented throughout the observation cycle	0-3
Articulation of Learning Objective	Less than half of the students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	Half of the students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	Most students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	All or nearly all students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	Documented responses during observations	0-3
Lesson/Unit Planning & Essential Concepts	Teacher does not plan by identifying the standards that her/his students will master OR does not articulate essential concepts.	The teacher plans by: 1) identifying the standards that her/his students will master; and 2) articulating essential concepts.	The teacher plans by: 1) identifying the standards that her/his students will master; 2) articulating essential concepts; and 3) creating well-designed assessments.	The teacher plans by: 1) identifying the standards that her/his students will master; 2) articulating essential concepts; 3) creating well-designed assessments; and 4) allocating an instructionally appropriate amount of time for learning activities.	Evidence presented throughout the observation cycle	0-3
Articulation of Essential Concepts	For any given unit, less than half of the students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, half of the students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, most students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, all or nearly all students can communicate (in a developmentally appropriate manner) the essential concepts.	Documented responses during observations	0-3
Standards-Based Planning	Teacher has little or no evidence of lesson/unit planning based on the standards.	Teacher plans lessons/units by identifying learning objectives that are aligned to the standards.	Teacher plans lessons/units by: 1) identifying lesson objectives that are aligned to the standards and connected to prior learning; and 2) matching instructional strategies to the learning objectives.	Teacher plans lessons/units by: 1) identifying lesson objectives that are aligned to the standards and connected to prior learning; 2) matching instructional strategies to the learning objectives; and 3) designing formative assessments that measure progress towards mastery.	Evidence presented throughout the observation cycle	0-3



# SELF-REFLECTION (PRE/POST)

- Header
- Characteristics
- Planning & Preparation
- Classroom Instruction
- Classroom Environment
- Strengths & Opportunities

## SELF-REFLECTION TOOL (Pre-Observation)

Teacher Name:	Evaluator Name:	Date:
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Directions: This document is to be completed (or reviewed) collaboratively by the teacher and the evaluator prior to the formal observation.

Section	Characteristics	My strengths in this area include ...	My opportunities to grow in this area include ...
Planning & Preparation	<ul style="list-style-type: none"> <li>Grade-appropriate (data-based) learning objectives and goals</li> <li>Students' ability to clearly articulate learning objectives and goals</li> <li>Use of essential concepts to guide student learning</li> <li>Intentionality in the selection of instr. strategies and use of time</li> <li>Use of diverse tools and strategies for measuring progress</li> </ul>		
Classroom Instruction	<ul style="list-style-type: none"> <li>Balance between teacher-directed and student-centered learning</li> <li>Clear and coherent explanation of core content</li> <li>Connections being made to prior knowledge or students' lives</li> <li>Students' willingness to (and comfort with) asking and answering questions</li> <li>Students' knowledge and grasp of the content being checked</li> <li>Scaffolding and opportunities to clarify misunderstandings</li> </ul>		
Classroom Environment	<ul style="list-style-type: none"> <li>Established and understood classroom routines and procedures</li> <li>Rapport between teacher/students and between students/students</li> <li>Students willingness to take on challenges and risk failure</li> <li>Unproductive student behavior being redirected appropriately</li> <li>Positive reinforcement of productive behaviors and persistence</li> </ul>		

Note: Reflections may also be captured on the back side of this document.

# OBSERVATION TOOL

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- Header
- Look and listen for ...
- Planning & Preparation
- Classroom Instruction
- Classroom Environment
- Strengths & Opportunities

**CLASSROOM OBSERVATION TOOL**

Teacher Name:	Observer Name:	Class Title:
Date:	Number of Students:	Class Period:

Section	Look and listen for ...	Strengths	Opportunities
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|------------------------|--|--|--|
| Planning & Preparation | <ul style="list-style-type: none"> <li>▪ Grade-appropriate (data-based) learning objectives and goals</li> <li>▪ Students' ability to clearly articulate learning objectives and goals</li> <li>▪ Use of essential concepts to guide student learning</li> <li>▪ Intentionality in the selection of instr. strategies and use of time</li> <li>▪ Use of diverse tools and strategies for measuring progress</li> </ul> |  |  |
|------------------------|--|--|--|

- |                       |  |  |  |
|-----------------------|--|--|--|
| Classroom Instruction | <ul style="list-style-type: none"> <li>▪ Balance between teacher-directed and student-centered learning</li> <li>▪ Clear and coherent explanation of core content</li> <li>▪ Connections being made to prior knowledge or students' lives</li> <li>▪ Students' willingness to (and comfort with) asking and answering questions</li> <li>▪ Students' knowledge and grasp of the content being checked</li> <li>▪ Scaffolding and opportunities to clarify misunderstandings</li> </ul> |  |  |
|-----------------------|--|--|--|

- |                       |   |  |  |
|-----------------------|---|--|--|
| Classroom Environment | <ul style="list-style-type: none"> <li>▪ Established and understood classroom routines and procedures</li> <li>▪ Rapport between teacher/students and between students/students</li> <li>▪ Students willingness to take on challenges and risk failure</li> <li>▪ Unproductive student behavior being redirected appropriately</li> <li>▪ Positive reinforcement of productive behaviors and persistence</li> </ul> |  |  |
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Note: Classroom observation notes may also be captured on the back side of this document.

# ENGAGEMENT LOG

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- Header
- Activity Description
- Times
- Administrative Approval





# COLLABORATION LOG

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- Header
- Activity Description
- Times
- Administrative Approval





# Contact Information:

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