

## Jonesville Community Schools Teacher Evaluation Form

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

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

Tenured  Probationary  1<sup>st</sup> yr.  2<sup>nd</sup> yr.  3<sup>rd</sup> yr.  4<sup>th</sup> yr.

Building: \_\_\_\_\_ Observation date(s): \_\_\_\_\_

Evaluation Dates: \_\_\_\_\_

Type of Report Annual \_\_\_ Periodic \_\_\_ Obser. \_\_\_ Progress \_\_\_

This instrument recognizes the need for adequate and proper evaluation of all professionals pursuant to Article XIV of the Master Agreement between the Jonesville Community Schools Board of Education and the 4-C unified Bargaining Association, MEA-NEA.

The process of evaluation indicates the evaluator's perception of the professional's performance, verifies this perception with written comments, and offers specific suggestions for improvement in the area(s) marked unsatisfactory. Detailed descriptions of each of the components on this form can be found in *Enhancing Professional Performance: A Framework for Teaching*, by Charlotte Danielson (1996) ASCD. Copies of this book are available in each building and shall be provided to each new teacher hired beginning 2005-2006.

Components of the Evaluation

**Key: Ineffective (0) Minimally Effective (2) Effective (3) Highly Effective (4) Total Possible=20 points**

1. Planning and Preparation:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources/ Designing Coherent Instruction				
1f. Assessing Student Learning				

**TOTALS**

Comments:

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2. The Classroom Environment:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2a. Creating an Environment of Respect and Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				

**TOTALS**

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Comments:

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3. Instruction:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3a. Communicating Clearly and Accurately				
3b. Using Questioning and Discussion Techniques				
3c. Demonstrating Flexibility and Responsiveness				
3d. Providing Feedback to Students				
3e. Engaging Students in Learning				

**TOTALS**

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Comments:

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4. Professional Responsibilities:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Contributing to the School and District/ Growing and Developing Professionally				
4e. Showing Professionalism				

**TOTALS**

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Comments:

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**5. Student Growth – defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement. Student growth data will be measured by growth/progress between the initial and final student assessment(s) for each classroom each year.**

	0	5	10	15	20
	0%-59%	60%-69%	70%-79%	80%-89%	90%-100%
Percent of Students Showing Improvement					

**TOTALS**

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Comments:

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EVALUATOR’S NARRATIVE REMARKS (Including IDP Progress Assessment-if applicable):

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Where a teacher has received a rating on an evaluation criterion of “Minimally Effective” or “Ineffective” the rating shall be substantiated with specific examples. In addition, the teacher and principal shall consult regarding a goal statement.

Overall performance of the Teacher

	Scores
1.) <u>Planning and Preparation:</u>	
2.) <u>The Classroom Environment:</u>	
3.) <u>Instruction:</u>	
4.) <u>Professional Responsibilities:</u>	
5.) <u>Student Growth:</u>	
<b>TOTAL</b>	

**90-100 Highly Effective**

**70-89 Effective**

**60-69 Minimally Effective**

**0-59 Ineffective**

Signatures:

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

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

The teacher's signature indicates the report was received; it does not necessarily denote agreement with every factor of the evaluation. The teacher has the right to attach a statement to this evaluation if the teacher disagrees with factors included in this report, and/or the opportunity to have a different observer.

### **Student Growth**

*Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement.*

Rationale: This rubric focuses on measuring student growth that accomplished three components:

- Collaborative practice between the educator and administrator
- Supports goals
- Supports the professional development of the educator

### **Data Sources/Assessments**

Data may include, but is not limited to:

MEAP  
MME  
ACT  
Explore  
PLAN  
MLPP  
AP  
End of Course/Unit Assessment  
Dibels  
NWEA  
Woodcock Johnson  
STAR  
Other Assessments