



YES Prep Public Schools Summative Evaluation: Instructional Staff Member

Instructional Staff Member: Example Teacher

School Year : 2008-2009

Position: 6th grade mathematics instructor

Date Completed: Midyear evaluation

Person Completing Evaluation: Example Evaluators

PERFORMANCE SUMMARY

I. Classroom Management and Culture	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery / EQ
II. Instructional Planning and Delivery	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery / EQ
III. YES Responsibilities	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery / EQ
IV. YES Values	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery / EQ

NOTES:

Evaluation Summary

<p>I. Classroom Management and Culture - Classroom Culture and Learning Environment - Student Management (12 indicators)</p>	<p>Total # of Unsatisfactory Indicators</p>	<p>Total # of Approaching Proficiency Indicators</p>	<p>Total # of Proficiency Indicators</p>	<p>Total # of Mastery / EQ Indicators</p>	<p>Total Points (out of 36 possible)</p>	<p>Circle One: Unsatisfactory 0 – 10 points Approaching Proficiency 11 – 19 points Proficiency 20 – 29 points Mastery / EQ 30 – 36 points</p>
	<p>_____ x 0 = _____ pts.</p>	<p>_____ x 1 = _____ pts.</p>	<p>_____ x 2 = _____ pts.</p>	<p>_____ x 3 = _____ pts.</p>		
<p>II. Instructional Planning and Delivery - Classroom Instruction - Assessment - Long-term Planning (15 indicators)</p>	<p>Total # of Unsatisfactory Indicators</p>	<p>Total # of Approaching Proficiency Indicators</p>	<p>Total # of Proficiency Indicators</p>	<p>Total # of Mastery / EQ Indicators</p>	<p>Total Points (out of 45 possible)</p>	<p>Circle One: Unsatisfactory 0 – 12 points Approaching Proficiency 13 – 24 points Proficiency 25 – 37 points Mastery / EQ 38 – 45 points</p>
	<p>_____ x 0 = _____ pts.</p>	<p>_____ x 1 = _____ pts.</p>	<p>_____ x 2 = _____ pts.</p>	<p>_____ x 3 = _____ pts.</p>		
<p>III. YES Responsibilities (5 indicators)</p>	<p>Total # of Unsatisfactory Indicators</p>	<p>Total # of Approaching Proficiency Indicators</p>	<p>Total # of Proficiency Indicators</p>	<p>Total # of Mastery / EQ Indicators</p>	<p>Total Points (out of 15 possible)</p>	<p>Circle One: Unsatisfactory 0 – 4 points Approaching Proficiency 5 – 8 points Proficiency 9 – 12 points Mastery / EQ 13 – 15 points</p>
	<p>_____ x 0 = _____ pts.</p>	<p>_____ x 1 = _____ pts.</p>	<p>_____ x 2 = _____ pts.</p>	<p>_____ x 3 = _____ pts.</p>		
<p>IV. YES Values (6 indicators)</p>	<p>Total # of Unsatisfactory Indicators</p>	<p>Total # of Approaching Proficiency Indicators</p>	<p>Total # of Proficiency Indicators</p>	<p>Total # of Mastery / EQ Indicators</p>	<p>Total Points (out of 18 possible)</p>	<p>Circle One: Unsatisfactory 0 – 5 points Approaching Proficiency 6 – 10 points Proficiency 11 – 14 points Mastery / EQ 15 – 18 points</p>
	<p>_____ x 0 = _____ pts.</p>	<p>_____ x 1 = _____ pts.</p>	<p>_____ x 2 = _____ pts.</p>	<p>_____ x 3 = _____ pts.</p>		

OBSERVATIONS

Full Observations		Walk-Through Observations	
Date	Completed By	Date	Completed By
11-06-08	XXXXXXXXXX	09-29-08	XXX
		10-03-08	XXX
		11-13-08	XXX
		11-11-08	XXX
		12-01-08	XXX
		12-02-08	XXX

UNIT PLANS / ASSESSMENTS/ COURSE OUTLINES

	Date Submitted	Checked By
1st Semester		
2nd Semester		
Course Outlines		

INSTRUCTIONAL MATERIALS (BINDERS, E-BINDERS)

Date Submitted

I. Classroom Management and Culture: Classroom Culture and Learning Environment

Indicator	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery
Motivation / Sense of Urgency	Little or no attempt to motivate students; student behavior is lackadaisical and students demonstrate little or no motivation to work hard and achieve	Modest attempts to motivate students and inconsistent student persistence; both teacher and student are performing at the minimal level to "get by"	Effectively motivates students and creates a positive sense of urgency for classroom performance; uses verbal and written praise to reward students for their efforts and motivate them to work hard	Effectively motivates students and creates a positive sense of urgency for classroom performance; consistently uses verbal and written praise to reward students for their efforts and motivate them to work hard; students demonstrate intrinsic motivation and have internalized the value of hard work, demonstrating pride in their accomplishments
Respect and Equity	Interactions in teacher's classroom, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, insults, or conflict	Demonstrates respect for all students in some situations, treats students fairly most of the time; interactions among students are generally free from sarcasm or conflict but may be characterized by occasional displays of insensitivity	Demonstrates respect for all students in all situations, treats all students fairly; interactions among students are free from sarcasm, conflict and insensitivity	Demonstrates respect for all students in all situations, treats all students fairly; classroom culture encourages respect between all individuals in the room; interactions demonstrate genuine warmth and caring toward individuals;
High Expectations	Does not hold students to high expectations for achievement; the classroom does not represent a culture for learning; there are no efforts to celebrate or recognize student success	Holds students to inconsistent expectations for achievement; students could be pushed to achieve more	Creates a culture of high expectations for all students, drives all students to achieve at high levels and to hold themselves accountable for success every day; students occasionally take risks such as volunteering or making mistakes	Creates a culture of high expectations for all students, drives all students to achieve at high levels and to hold themselves accountable for success every day; students consistently take academic risks such as volunteering or making mistakes in order to better their learning
Valuing Hard Work and Persistence	Students rarely, if ever, display hard work that leads to achievement; instructor makes little or no attempt to motivate students or encourage them to work hard	Some students (fewer than 75%) display hard work and demonstrate persistence through difficult material , although their behavior is inconsistent; instructor makes some attempt to motivate students, although messages to work hard are ineffective	75% - 90% of students display hard work and demonstrate persistence through difficult material; instructor consistently encourages students to work hard and to persist even when faced with difficult material	90%-100% of students in class display hard work and demonstrate persistence through difficult material; instructor consistently encourages students to work hard and to persist even when faced with difficult material
Teamwork	Students demonstrate negative interactions with each other and teacher during group activities; students may deride each other or discount contributions of teammates	Students generally demonstrate positive interactions with each other and teacher during group activities, but may not always value each other's contributions	Students demonstrate positive interactions with each other and teacher during group activities, value contributions of other team members	Students demonstrate positive interactions with each other and teacher during group activities, value contributions of other team members; students demonstrate cooperation rather than competition in group and whole-class activities
Stimulating Environment	Classroom does not contain YES materials and/or other visually stimulating and encouraging materials; the space may be cluttered or disorganized	Classroom contains some positive messages (including all YES material); the space is generally clean but plain	Classroom contains positive messages (including all YES material) and relevant content materials; the space is inviting and visually stimulating	Classroom contains positive messages (including all YES material) and relevant content materials; the space is inviting, engaging and promotes student achievement; examples of recent student work displayed and celebrated
Classroom Arrangement	The classroom arrangement is cluttered and inhibits interactions between teachers and students and among students	Classroom is arranged neatly but does not encourage varied interaction between teacher and students or among students	Classroom is arranged to allow varied interactions between students and teacher and among students, space is rearranged as necessary to meet curricular goals	Classroom is arranged to allow varied interactions between students and teacher and among students; space is rearranged as necessary to meet curricular goals; teacher uses recent data to make decisions about student seating (including hetero- and homogeneous grouping)

Data for this domain comes primarily from the following sources:

- Walk-through Observations
- Full Observations
- Student Course Surveys

You have a strong presence in the classroom and the students respond really well to you.

You make an effort to post and incorporate a BQOD on a daily basis in your classroom. A great goal for 2nd semester would be to incorporate more extension questions in your lessons, assess students on the Unit Essential Question, and work with Boddie to incorporate more differentiated instruction (through the objective folders).

There was a strong sense of urgency in your full observation lesson. What can you do to ensure you keep the sense of urgency high with a 2 hour math block?

I. Classroom Management and Culture: Student Management

Indicator	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery
<i>Assertive Authority</i>	Does not articulate behavioral expectations of students; student behavior is consistently poor	Articulates behavioral expectations of students, but may do so in a reactive rather than proactive way; student behavior is acceptable when teacher is watching	Uses a firm tone to clearly articulate behavioral expectations of students as appropriate during class; monitors student behavior in order to prevent misbehavior; students display appropriate behavior the majority of the time	Uses a firm tone to clearly articulate behavioral expectations of students as appropriate during class; uses a variety of strategies to manage student behavior in a proactive manner; teachers' monitoring of behavior is subtle; students display appropriate behavior 95% - 100% of the time
<i>Handling Misbehavior</i>	Does not respond to student misbehavior, or responds to misbehavior inconsistently or inappropriately	Makes an effort to respond quickly and respectfully to student misbehavior, although teacher may occasionally not address some inappropriate student behavior, or attempts are ineffective	Quickly, effectively, and consistently handles student misbehavior in a respectful and appropriate way; misbehaving students respond quickly and appropriately	Quickly and effectively handles student misbehavior in a respectful and appropriate way that maximizes instructional time and promotes positive expectations for behavior; teacher's response is firm yet responsive to individual student needs
<i>Using School Systems Effectively</i>	Does not use school systems in order to help manage behavior; allows unacceptable behaviors to go undocumented	Attempts to use school systems such as agendas, Wall St., RISE, "three marks" and detentions, but employs them inconsistently or is overly dependent on them in order to "force" student compliance	Effectively and appropriately uses school systems such as agendas, Wall St., RISE, "three marks" and detentions to manage student misbehavior	Effectively and appropriately uses school systems such as agendas, Wall St., RISE, "three marks" and detentions to manage student misbehavior; blends use of school systems with own methods effectively so as to not over-depend on school systems
<i>Classroom Routines and Procedures</i>	Few if any classroom routines are evident and much instructional time is wasted; teacher may mention routines but fewer than 75% of students understand / follow them	Some routines and procedures are in place, but some instructional time is still lost; only 75 – 85% of student follow routines	Creates and implements effective classroom procedures that maximize instructional time and allow for effective record keeping; 85 - 90% of students follow procedures w/o prompting by teacher	Creates and implements effective classroom procedures that maximize instructional time and allow for effective record keeping; over 90% of students follow procedures w/o prompting by teacher; uses student helpers to accomplish tasks and streamline classroom operations
<i>Parent / Family Communication</i>	Provides little or no information to families; does not respond to parent and student requests in a timely manner	Communicates with families occasionally to relay information about student behavior and performance and responds in a timely manner, but more proactive communication would benefit classroom and lead to better student achievement	Communicates with families as appropriate to relay information about student behavior and performance and responds to student and parent requests in a timely manner; makes positive contact with at least one family per week (phone call or note home)	Communicates with families as appropriate to relay information about student behavior and performance and responds to student and parent requests in a timely manner; contacts parents proactively (at least 3-5 families per week) to ensure positive school-home relationships and reinforce classroom expectations for behavior and performance

Data for this domain comes primarily from the following sources:

- Walk-through Observations
- Full Observations
- Student Course Surveys
- Parent Contact Log (PowerSchool)

You are an amazing first year teacher in terms of your presence in the classroom! One goal from our post-observation was to start incorporating student managers and to create a seating chart; have you done that yet? Do you have a time keeper for IP to ensure you are giving students enough time to work independently?

You are the model for how parent communication should be done. You have logged over 133 entries that are thoughtful, detailed messages to parents proactively addressing concerns and/or pointing out successes in her classroom! Tabs was really impressed when she read them all over that they weren't all just agenda notes 😊

You use school systems effectively, but do not blend them with your own-this would be a great goal for next semester. Try to implement incentives in your classroom to motivate students and try to use your tone and language to motivate students.

You are sensitive in your interactions with students, but sometimes use a semi-harsh tone with the whole class.

II. Instructional Planning and Delivery: Classroom Instruction

Indicator	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery
<i>Objective-Driven</i>	Rarely writes lesson plans with concrete, measurable objectives; objective is not posted in room	Expectations for student learning are sometimes clearly stated, but teacher may not always have a clear objective or the objective may be difficult to measure; objective may not always be posted	Consistently designs lessons around concrete, measurable objectives for student achievement, expectations for student learning are clearly stated; objective is always posted prominently in room	Consistently designs lessons around concrete, measurable objectives for student achievement, expectations for student learning are clearly stated; objective is always posted prominently in room; consistently invests students in the daily objective
<i>Effective Instructional Planning – Focus on Teacher</i>	Lesson delivery demonstrates lack of preparation and consistently misses more than one important element deemed necessary for the lesson (e.g. opening, closing, independent practice); direct instruction is often unclear and does not anticipate student misunderstanding	Lesson delivery does not demonstrate thorough preparation and tends to miss one important element deemed necessary for the lesson (e.g. opening, closing, independent practice); direct instruction is generally clear but teacher may not have anticipated student misunderstandings	Lesson delivery consistently shows thoughtful and reflective planning and contains all elements of the lesson cycle as appropriate to ensure student understanding and mastery of objectives; direct instruction is clear and error-free, and designed to avoid and/or clarify anticipated misunderstandings	Lessons delivery consistently shows thoughtful and reflective planning and contains all elements of the lesson cycle as appropriate to ensure student understanding and mastery of objectives; direct instruction is clear and error-free, and designed to avoid and/or clarify anticipated misunderstandings; teacher designs lesson plans regularly (weekly) using recent student data in order to meet student needs
<i>Effective Instructional Planning – Focus on Student (Engagement and Interest)</i>	Uses few or no strategies for keeping students engaged; little or no attempt to reach address students' various learning styles	Uses two - three strategies to ensure that students are engaged and relies heavily on one or two; employs strategies with some success to reach students with varied learning styles; lessons are generally not differentiated	Uses a variety of student-centered strategies (instructional and behavioral) to ensure that students are engaged in lessons; effectively addresses students' different learning styles through varied lessons with some differentiation so that students are appropriately challenged	Uses a variety of student-centered strategies (instructional and behavioral) to ensure that students are engaged in lessons; effectively addresses students' different learning styles through varied lessons; lessons are differentiated (formally and informally) so that students at various levels are engaged and appropriately challenged
<i>Checking for Understanding</i>	Infrequently monitors students' levels of understanding; does not adjust the lesson in response to student performance	Occasionally monitors students' level of understanding and attempts to adjust the lesson in response to student performance; checks for understanding may be too infrequent or too simplistic to yield meaningful data	Consistently monitors students' level of understanding throughout lesson; lesson contains appropriate activities for students to demonstrate understanding, modifies and/or adjusts lessons as appropriate in order to ensure mastery of objective	Consistently monitors students' level of understanding throughout lesson; lesson contains appropriate activities for students to demonstrate understanding, modifies and/or adjusts lessons as appropriate in order to ensure mastery of objective; assesses each student's level of mastery of daily objectives
<i>Pacing</i>	The pacing of lesson activities is either significantly too fast or too slow or does not allow for student processing	The pacing of the lesson activities is generally appropriate but may not offer opportunities for student processing	The pacing of lesson activities consistently balances instructional time with opportunities for student processing	The pacing of lesson activities consistently balances instructional time with opportunities for student processing; teacher adjusts presentation style and strategies as appropriate to meet needs of all students, students may be working at different pace depending on progress on daily objective
<i>Questioning Strategies</i>	Uses very few questions or low-level questions that do not encourage higher level thinking; teacher provides little or no wait time with questions to encourage student processing	Uses some questions effectively in lessons in order to assess student mastery of material and encourage student processing; questions may be somewhat infrequent or lower-level; inconsistent use of wait time to encourage student processing	Structures questioning techniques to assess student mastery of material and encourage higher level thinking, encourages student questioning and productive discussion; effective use of wait time to encourage processing	Structures questioning techniques to assess student mastery of material and encourage higher level thinking, encourages student questioning and productive discussion; questions are consistently open-ended; students display ownership of the inquiry process without prompting by teacher; uses wait time effectively both after posing a question and before responding to student answers
<i>Content Knowledge</i>	Displays uneven or inconsistent content knowledge; has significant difficulty communicating relevancy of material to students	Displays adequate content knowledge and can effectively explain relevancy of material to students	Displays extensive content knowledge and can effectively explain relevancy of material to students and connection to other disciplines	Displays extensive content knowledge and can effectively explain relevancy of material to students and connection to other disciplines; consistently strives to increase content knowledge and bring new learning into classroom

II. Instructional Planning and Delivery: **Assessment**

Indicator	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery / Exceptional Quality
<i>Using Diagnostics and Formative Assessments</i>	Does not provide evidence of using student assessment data in order to plan instruction; the unit plan progresses without attention to student progress on objectives	Uses student assessment results in order to plan instruction for some units; use of data may be inconsistent or may not be used in order to adjust mid-unit or provide intervention for select students	Consistently analyzes student assessment results in order to plan and adjust instruction and to plan intervention strategies; assessments are broken down by specific unit objectives	Analyzes student assessment results in order to plan and adjust instruction and to plan intervention strategies; assessments are broken down by specific by unit objectives in order to differentiate instruction
<i>Tracking Student Mastery</i>	Does not use available data for tracking student mastery of key curricular objectives for each unit, students are unaware of progress on central objectives for the year	Uses a basic system for tracking student mastery of key curricular objectives for individual units, but that system does not track for the year	Uses an effective system for tracking student mastery of key curricular objectives for each unit and throughout the school year	Uses an effective system for tracking student mastery of key curricular objectives for each unit and throughout the school year; the information in that system is available to students who refer to it to track their own progress
<i>Purposeful Student Assignments</i>	Designs assessments that are simplistic or lack variety; these assessments are unhelpful in determining student mastery of key curricular objectives	Designs assignments and assessments that reflect student understanding of the unit, though these assessments may be limited in scope or in form, or may focus on content to the exclusion of key skill objectives	Designs consistently purposeful and rigorous assignments and assessment activities that accurately reflect student understanding of central objectives of each unit, varies assessments as appropriate to reflect objectives / goals	Designs consistently purposeful and rigorous assignments and assessment activities that accurately reflect student understanding of central objectives of each unit, varies assessments as appropriate to reflect objectives / goals; through multiple assessments, students are able to demonstrate mastery in a variety of ways
<i>Providing Feedback to Students</i>	Provides feedback to students that is basic at best (simply a grade) and / or there are severe lags in time between student performance and return of work so as to limit usefulness of feedback	Provides feedback to students that is generally timely, although there may be lags of a week or more that inhibit student internalization of areas for improvement with each unit and / or the feedback may be basic rather than thorough	Provides feedback to students that is frequent and timely, with sufficient amount of specific feedback on areas for improvement	Provides feedback to students that is frequent and timely, with sufficient amount of specific feedback on areas for improvement; feedback is meaningful, substantial, and fosters student growth by addressing individual strengths and weaknesses
<i>Student Progress toward Goals</i>	Does not set goals for class, or sets goals that may not be referred to throughout year	Provides some evidence of student progress toward school and classroom goals, but these goals may not be central to the class and students may have some trouble articulating them	Able to provide evidence of consistent student progress toward ambitious and objective-driven school and classroom goals; students can clearly articulate those goals	Able to provide evidence of consistent student progress toward ambitious and objective-driven school and classroom goals; students can clearly articulate those goals; goals provide students with an authentic sense of motivation for achievement and foster a strong sense of student ownership of the learning process

Data for this domain comes primarily from the following sources:

- Lesson Plans
- Unit Plans
- Sample Assessments (Portfolio)
- Student Surveys
- Department Head Evaluations

Notes:

You have some very well planned lessons and activities in math lab but we have not seen as much of the pre-planning (backwards design). By focusing on your unit planning/backwards planning it will be easier to design projects and assessment activities ahead of time that assess students in various ways.

By Christmas break, you had more than 20 grades for most of your students!

II. Instructional Planning and Delivery: Long Term Planning

Indicator	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery / Exceptional Quality
<i>Unit Plans</i>	Designs unit plans that are simplistic, disorganized, or lack elaboration of essential elements	Generally plans daily instruction that aligns with unit goals; unit plans are outlined and logically sequenced but may lack some elaboration	Consistently plans daily instructional goals that are in line with unit goals and assessments, provides clear rationale for design and sequence of units	Consistently plans daily instructional goals that are in line with unit goals and assessments, provides clear rationale for design and sequence of units; scaffolds objectives to consistently reach upper levels of Bloom's taxonomy
<i>Backwards Planning</i>	Does not plan units by beginning with central questions or final assessments; planning is linear and assessments are written at end of unit once teacher knows what was "covered"	Generally plans units by identifying essential knowledge and skills that students will master; units may not have central questions that organize and drive instruction	Plans units by "beginning with the end in mind," articulating central questions for each unit of study and identifying essential knowledge and skills that students will master	Plans units by "beginning with the end in mind," articulating central questions for each unit of study and identifying essential knowledge and skills that students will master; assessments are created and critiqued before unit instruction begins
<i>State and District Standards</i>	Instruction is not aligned with state and district standards; little or no evidence that units and daily lessons are designed with links between instruction and standards	Instruction is sometimes aligned with state and district standards with basic links in units between instructional goals and standards	Instruction is aligned with state and district standards, with links in unit plans between instructional goals and standards	Instruction is aligned with state and district standards, with links in unit plans between instructional goals and standards, and with explicit links present in daily planning between instruction and standards

<p>Data for this domain comes primarily from the following sources:</p> <ul style="list-style-type: none"> ○ Unit Plans / Planning Calendars ○ Lesson Plans ○ Department Head Evaluations 	<p>Notes:</p> <p>Teacher X really enjoyed meeting with you and Teacher Y to talk through your unit 3 plan and project. You should continue working on unit planning with her and Teacher Z because it will make daily planning much easier.</p> <p>Teacher X did not see a completed unit plan until the last week of semester 1; this is definitely one of those "big rocks" so please let her how she can be of help. It is difficult for X and Y to provide support beyond unit planning if they do not have these materials.</p>
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III. YES Responsibilities

Indicator	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery / Exceptional Quality
<i>Interaction w/ Parents</i>	Interactions with parents are characterized by conflict, sarcasm, defensiveness, or other unprofessional qualities; does not respond in a timely manner to areas of concern	Interacts with parents in a professional and proactive manner, is usually available for conferences and meetings, addresses areas of concern but may have issues with timeliness	Interacts with parents in a professional and proactive manner, is consistently available for conferences and meetings, addresses areas of concern in a timely and positive manner and follows-up with parents when appropriate	Interacts with parents in a professional and proactive manner, is consistently available for conferences and meetings, addresses areas of concern in a timely and positive manner and follows-up with parents when appropriate; makes a marked effort to include parents/families in class activities (e.g. inviting to special performances, letters home regarding projects)
<i>Record Keeping and Reporting</i>	Keeps inconsistent, incomplete, or inaccurate records of student performance, attendance, behavior, lesson and unit plans; records are at times inaccessible to supervisors	Keeps generally consistent and accurate records of student performance, attendance, behavior, lesson and unit plans	Keeps consistent and accurate records of student performance, attendance, behavior, lesson and unit plans; these records are easily understood by colleagues and supervisors	Keeps consistent and accurate records of student performance, attendance, behavior, lesson and unit plans; these records are easily understood by colleagues and supervisors; material is effectively organized in such a way as to be a model for other teachers
<i>Duties Outside of Teaching</i>	Inconsistently fulfills additional requirements of being a YES teacher; frequently misses duties and meetings	Fulfills most additional requirements of being a YES teacher, including (as appropriate) bus and lunch duties, returning student phone calls; attends all department, grade level, and whole-school meetings although may at times need to be reminded to do so	Fulfills additional requirements of being a YES teacher, including (as appropriate) bus and lunch duties, returning student phone calls; attends all department, grade level, and whole-school meetings	Fulfills additional requirements of being a YES teacher, including (as appropriate) bus and lunch duties, returning student phone calls; attends all department, grade level, and whole-school meetings; willingly goes “above and beyond” to help school function smoothly (e.g. volunteering to cover classes or duties for another staff member)
<i>Contribution to School Climate</i>	Inconsistently involved in school-wide activities (e.g. committees, special programs, student activities), does not participate actively or constructively in school-wide, grade level, or department meetings	Sometimes involved in school-wide activities (e.g. committees, special programs, student activities), participates in school-wide, grade level, or department meetings	Contributes meaningfully to school-wide activities (e.g. committees, special programs, student activities), participates actively and constructively in school-wide, grade level, or department meetings	Contributes meaningfully to school-wide activities (e.g. committees, special programs, student activities), participates actively and constructively in school-wide, grade level, or department meetings; effectively chairs at least one committee or leads one special program or activity
<i>Additional Roles (e.g.: Grade Level Chair, Department Head, Mentor Teacher)</i>	Fulfills few responsibilities associated with this role; has trouble meeting deadlines or providing an adequate level of guidance and support	Fulfills most responsibilities associated with this role; generally meets deadlines; provides an adequate level of guidance and support	Fulfills all responsibilities associated with this role; meets deadlines; provides an appropriate level of guidance and support You are a great mentee ☺	Fulfills all responsibilities associated with this role; meets deadlines; provides an appropriate level of guidance and support; goes above expectations by providing exceptional support or guidance, contributing an above-average amount of time to this role, or creating systems for this role that did not otherwise exist

<p>Data for this domain comes primarily from the following sources:</p> <ul style="list-style-type: none"> ○ Parent Contact Log (PowerSchool) ○ Observations by School Directors and Dean ○ Registrar / Clerk Records ○ Grade Level Chair Evaluations ○ Department Head Evaluations ○ Mid-year Meeting Notes 	<p>Notes:</p> <p>You bring so much energy and positivity to the math team; X and Y look forward to seeing what leadership roles you grow into since you have such a great presence that lends itself well to leadership. Thank you for doing your best to get in IB materials to Z – please make sure to consistently make these deadlines a priority. Unit plans seem to be the challenge this semester although your team has made a marked improvement in collaboration.</p> <hr/> <p>Whatever you do to keep track of your log entries is awesome! You are always up-to-date and have logged EVERYTHING! Your gradebook is always updated with the appropriate amount of grades.</p> <hr/> <p>Xx doesn't head anything up, but she has been doing tutorials since the beginning of the school year with low kids, and she does them any day they aren't in tutorials with someone else, so she does them as much as possible!</p>
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IV. YES Values

Indicator	Unsatisfactory	Approaching Proficiency	Proficiency	Mastery / Exceptional Quality
<i>Collaboration</i>	Does not interact with colleagues in a collaborative manner or rejects opportunities to contribute to a positive environment for students and teachers; others tend to avoid working with this person	At times interacts with colleagues in a collaborative manner, works with others to contribute to a positive environment for students and teachers but does not necessarily seek out those opportunities	Interacts with colleagues in a collaborative manner, actively seeks out opportunities to work with others to contribute to a positive environment for students and teachers	Interacts with colleagues in a collaborative manner, actively seeks out opportunities to work with others to contribute to a positive environment for students and teachers; performs duties in a way that makes it easier for others to perform theirs; accepts assignments in a positive manner
<i>Sense of Ownership</i>	Does not hold self or others accountable for school-wide results or for the overall quality of the program; lacks initiative to address problems	Sometimes holds self and others accountable for school-wide results and for the overall quality of the program; displays inconsistent sense of ownership	Consistently holds self and others accountable for school-wide results and for the overall quality of the program	Consistently holds self and others accountable for school-wide results and the overall quality of the program, continually evaluates school mission and program and provides constructive suggestions for improvement
<i>Professional Development</i>	Attends some professional development that is suggested or mandated by supervisors; makes little or no attempt to seek out own professional development opportunities; does not fulfill district or school requirements related to professional development	Attends professional development that is suggested or mandated by supervisors; seeks out some professional development aligned with personal and school goals; fulfills most school and district requirements related to professional development hours	Seeks out professional development aligned with personal and school goals; fulfills school and district requirements related to professional development hours; able to reflect meaningfully on strengths and areas for growth	Seeks out professional development aligned with personal and school goals; fulfills school and district requirements related to professional development hours; able to reflect meaningfully on strengths and areas for growth, consistently applies new learning; strives to share new learning to other staff members
<i>Responsiveness and Follow Through</i>	Does not respond to student, parent, staff, and supervisor requests in a timely manner; frequently paperwork (including grades, observations, questionnaires, surveys) is either incomplete or late	Responds to student, parent, staff, and supervisor requests within a reasonable time frame most of the time; most paperwork (including grades, observations, questionnaires, surveys) is complete and on time	Responds to student, parent, staff, and supervisor requests in a timely manner; all paperwork (including grades, observations, questionnaires, surveys) is complete and on time	Responds to student, parent, staff, and supervisor requests in a timely manner; all paperwork (including grades, observations, questionnaires, surveys) is complete and on time; all responsibilities & paperwork are completed thoroughly and thoughtfully
<i>Communication</i>	Does not interact in a professional, courteous, or respectful manner with students, parents, peers, or supervisors; communication (both oral and written) is frequently unclear or contains errors that interfere with message	Interacts in a professional, courteous, and respectful manner with students, parents, peers, and supervisors most of the time; communication (both oral and written) is usually clear but may contain minor errors	Interacts in a professional, courteous, and respectful manner with students, parents, peers, and supervisors; communication (both oral and written) is clear and free of errors	Interacts in a professional, courteous, and respectful manner with students, parents, peers, and supervisors; communication (both oral and written) is clear and free of errors; able to diffuse difficult or contentious situations; handles difficult conversations with calmness and tact
<i>Professionalism</i>	Sometimes presents a less than positive image of the school or district; or makes inappropriate or negative comments about students, coworkers, supervisors or the program in the presence or within hearing of any internal or external customer; does not maintain professional appearance or adhere to the dress code standards; uses profanity within hearing of any internal or external customer	Generally presents a positive image of the school and district; or makes few inappropriate or negative comments about students, coworkers, supervisors, or the program in the presence or within hearing of any internal or external customer; adheres to staff dress code standards most of the time; occasionally uses profanity within the hearing of any internal or external customer	Presents a positive image of the school and district, makes no inappropriate or negative comments about students, coworkers, supervisors or program in the presence or within hearing or any internal or external customer; maintains professional appearance and adheres to staff dress code standards; uses no profanity at inappropriate times or within the hearing of any internal or external customer	Presents a positive image of the school and district and makes no inappropriate or negative comments about students, coworkers, supervisors, or program in the presence or within hearing of any internal or external customer; maintains professional appearance and adheres to staff dress code standards; uses no profanity at inappropriate times or within the hearing of any internal or external customer; through interactions with parents, students, colleagues, supervisors, and community is a role-model for YES

Data for this domain comes primarily from the following sources:

- Grade-level Chair Evaluations
- Department Head Evaluations
- Observations by School Directors and Dean
- Mid-year Meeting Notes
- Goal Setting Documents / Portfolio
- Registrar / Clerk Records

Again, your positivity is infectious! You are always respectful and courteous and seek out assistance when you have questions.

You were the first person on the 6th grade team to begin logging entries for communication AND collect work samples for our students of concern. Way to go 😊

Although you don't head anything up, you have been doing tutorials since the beginning of the school year with low kids, and you do them any day they aren't in tutorials with someone else. Thanks for making this such a priority! I know our students will benefit greatly from this!