



YES Prep Public Schools Summative Evaluation: Instructional Staff Member

Instructional Staff Member: _____

School Year : _____

Position: _____

Person Completing Evaluation: _____

Date Completed: _____

Position: _____

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:

Instructional Staff Member:

School Year : 2008-2009

Evaluation Summary

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|--|--|--|--|--|---|--|
| <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> | | |

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

| Indicator | Unsatisfactory | Approaching Proficiency | Proficiency | Mastery |
|--|--|--|---|---|
| <i>Motivation / Sense of Urgency</i> | 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 |
| <i>Respect and Equity</i> | 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; |
| <i>High Expectations</i> | 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 |
| <i>Valuing Hard Work and Persistence</i> | 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 |
| <i>Teamwork</i> | 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 |
| <i>Stimulating Environment</i> | 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 |
| <i>Classroom Arrangement</i> | 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

Notes:

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 |

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| <p>Data for this domain comes primarily from the following sources:</p> <ul style="list-style-type: none"> ○ Walk-through Observations ○ Full Observations ○ Student Course Surveys ○ Parent Contact Log (PowerSchool) | <p>Notes:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
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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 <i>demonstrate</i> 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 <i>demonstrate</i> 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 |

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| <p>Data for this domain comes primarily from the following sources:</p> <ul style="list-style-type: none"> ○ Lesson Plans ○ Unit Plans ○ Sample Assessments (Portfolio) ○ Student Surveys ○ Department Head Evaluations | <p>Notes:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
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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 |

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| <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>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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 | 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 |

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| <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>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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

Notes:
