

Dickinson-Iron Intermediate School District

Forest Park School

The following is a product of mutual collaboration among teachers, administrators and board representatives of the member schools of the Dickinson-Iron Intermediate School District.

The participants wish to specifically note that the evaluation protocol is rooted in the development of individual goals that are based on the district/building School Improvement Plan. (See “*Student Growth / Achievement*”), and address specific student growth and improvement goals. The other assessments of performance (Instruction and Non-instruction domains) include rubrics that are to be supported by narrative data as compiled by the teacher and administrator.

Note:

Coincident with the development of this protocol is the recommendation that professional development activities be developed and utilized that is content- and job-specific, with a direct correlation to the School Improvement Plan.

It is the intent of the parties that this is a working document, and that it is subject to modification and change as needed. There are no monetary repercussions or rewards attached to this prototype.

**Dickinson-Iron Intermediate School District
Teacher Performance Assessment for Forest Park
2011-2012**

Teacher	
Building	
Assignment(s)	
Administrator(s)	
Date of Evaluation	
Evaluation Total	/
Signature of Administrator	
Signature of Teacher	

1. Student Growth/Achievement

Annual Objective(s): What are the teacher's measurable objectives, as directly related to the School Improvement Plan Goals?

Strategies: How will the teacher specifically implement the objective(s) identified above?

Activities: What will the teacher specifically do to ensure that students are successful?

Measureable Tools: (data-driven) How will the teacher measure success for each goal? i.e. pre/post -test(s), grade level common assessments, unit/chapter assessments, portfolio, etc.?

How can administration, colleagues, or other personnel assist in achieving the objectives?

What Professional Development will be utilized to achieve the objectives?

What **evidence (data)** exists to support successful attainment of the objective(s) noted above?

Were the individual targeted areas achieved? (to be answered at final evaluation)

<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
None of the targeted growth goals were met. (0 points)	Positive student growth is evident in one or more of the areas. (30 points)	Positive student growth meets expectations in all targeted areas. (40 points)	All the targeted goals were met, and exceeded in some targeted areas. (50 points)

2. Classroom Management and Instructional Delivery

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Expectations (5 Pts)	Classroom rules are posted, but not communicated. (0 Pts)	Classroom rules are posted and communicated to parents and/or students, but not both. (3 Pts)	Classroom rules are posted and communicated to parents and students. (4 Pts)	Classroom rules are posted and communicated to parents and students in a variety of ways. (5 Pts)
Organization (5 Pts)	Students are unaware of classroom routines, procedures, and schedules. (0 Pts)	Students are not following classroom routines, procedures, and schedules. (3 Pts)	Students follow classroom routines, procedures, and schedules. (4 Pts)	Students follow classroom routines, procedures, and schedules with little or no prompting. (5 Pts)
Classroom Appearance (5 Pts)	The learning environment and room arrangement are not conducive to student learning. (0 Pts)	Limited evidence of the learning environment and room arrangement being conducive to student learning. (3 Pts)	The learning environment and room arrangement are conducive to student learning. (4 Pts)	The learning environment and room arrangement are conducive to student learning and extend beyond the classroom. (5 Pts)
Curriculum Knowledge And Planning (5 Pts)	Lessons and activities are not planned and aligned with Michigan Standards and Benchmarks. (0 Pts)	Some lessons and activities are planned and aligned with Michigan Standards and Benchmarks. (6 Pts)	Lessons and activities are planned and aligned with Michigan Standards and Benchmarks. (8 Pts)	Lessons and activities are planned and aligned with Michigan Standards and Benchmarks; and, curriculum enrichment is evident. (10 Pts)
Curriculum Presentation (5 Pts)	Multisensory methods are not being used to actively engage students. (0 Pts)	Limited multisensory methods are being used to actively engage students. (6 Pts)	Multisensory methods are being used to actively engage students. (8 Pts)	Multisensory methods are being used to actively engage students; and, individual assessments are being utilized. (10 Pts)

3. Non-Instructional Responsibilities

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Punctuality (3 Pts)	Does not attend; consistently late or consistently leaves early. (0 Pts)	Increasing attendance and punctuality within contractual obligations (1 Pts)	Meets contractual obligations before, during, and after school. (2 Pts)	Willingly makes oneself available and participates outside of contractual obligations. (3 Pts)
Record Keeping: attendance, grades, progress reports, curriculum mapping, data collection, timely completion of required paperwork per discipline (3 Pts)	Records are not kept. (0 Pts)	Records are inconsistent or late. (1 Pts)	Records are turned in on time and are complete. (2 Pts)	Highly effective record system is maintained, organized, and communicated. (3 Pts)
Professionalism: attire, presentation (3 Pts)	Not appropriate to discipline. (0 Pts)	Inconstantly meets the standards appropriate to discipline. (1 Pts)	Consistently meets the standard that is appropriate to discipline. (2 Pts)	Always setting and exceeding the standard that is appropriate to discipline. (3 Pts)
Professional Development (3 Pts)	Does not attend PD or is negative during PD activities. (0 Pts)	Attends PD but does not actively participate. (1 Pts)	Attends PD and actively participates. (2 Pts)	Presents or shares Professional development activities. (3 Pts)
Service to Profession: mentorship, volunteerism, leadership (3 Pts)	Makes no effort to volunteer or share professionalism. (0 Pts)	Limited involvement in district committees/ meetings. (1 Pts)	Actively involved in district committees/ meetings and initiates and supports collaboration with other staff. (2 Pts)	Actively involved in district committees/ meetings and initiates and supports collaboration with other staff outside of professional and contractual expectations. (3 Pts)

Rubric	Weight	Score From individual rubrics
1. Student Growth	50 %	
2. Instruction & Classroom management	35 %	
3. Non-Instructional	15 %	
Total	100 %	