TEMPLATE

2022-23 Teacher Evaluation

Hire Month:		**Year:**	
Last Evaluation Month:		**Year:**	
Building/Department Assignment:			

This evaluation tool is an adaptation of Charlotte Danielson's work with review of the literature of Doug Reeves and others. It may not be shared outside of Richmond Community School District without copyright permission from ASCD. Richmond's yearly copyright permission is limited to our three buildings. The evaluation has been revised to meet PA173 of 2015 compliance, signed into law on November 5, 2015. Detailed rubrics are available on the District's website under the *School Board* tab.

Domain 1 - Planning and Preparation (Principal)		#DIV/0!	10.0%	#DIV/0!
1a. Demonstrating knowledge of content and pedagogy.	Expectation: The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.			
1b. Demonstrating knowledge of students.	Expectation: The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.			
1c. Setting instructional outcomes.	Expectation: Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.			
1d. Demonstrating knowledge of resources.	Expectation: The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.			
1e. Designing coherent instruction.	Expectation: Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.			
1f. Designing student assessments.	Expectation: All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.			

Domain 2 - The Classroom Environment (Dean of Students)		#DIV/0!	20.0%	#DIV/0!
2a. Creating an environment of respect and rapport.	Expectation: Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.			
2b. Establishing a culture for learning.	Expectation: The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.			
2c. Managing classroom procedures.	Expectation: There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.			
2d. Managing student behavior.	Expectation: Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.			
2e. Organizing physical space.	Expectation: The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.			

Domain 3 - Instruction (Principal)		#DIV/0!	20.0%	#DIV/0!
3a. Communicating with students.	Expectation: The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content Is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.			

3b. Using questioning and discussion techniques.	*Expectation: While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.*
3c. Engaging students in learning.	*Expectation: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement . The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.*
3d. Using assessment in instruction.	*Expectation: Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.*
3e. Demonstrating flexibility and responsiveness.	*Expectation: The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.*

Domain 4 - Professional Responsibilities (Dean of Students)		#DIV/0!	10.0%	#DIV/0!
4a. Reflecting on teaching.	*Expectation: The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can ci te genera l references to support the judgment. The teacher makes a few specific suggest ion s of what could be tried another time the l esson is taught.*			
4b. Maintain accurate records.	*Expectation: The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.*			
4c. Communicating with families.	*Expectation: The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.*			
4d. Participating in a professional community.	*Expectation: The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.*			
4e. Growing and developing professionally.	*Expectation: The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.*			
4f. Showing professionalism.	*Expectation: The teacher displays high standards of honesty, integrity, and confidentiality in interact ions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.*			

Domain 5 - Student Achievement Growth and Assessments. The Michigan Revised School Code 380.1249 Section 2a(ii). If there are student growth and assessment data available for a teacher for at least 3- school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

Domain 5a - Student Growth Proficiency (SGP). The percentage of students that met their *Student Growth Proficiency*, as defined by the State, on the English Language Arts (ELA) and Mathematics (M) M-STEP.		**3.00**	**20.0%**	**0.60**
		2021-22	**2020-21**	**2019-20**
Grade 3 English Language Arts Student Growth Proficiency	*4 = More than 10 pts Over County/State Avg.	3 = 10 pts Over to 5 pts under*		*N/A*	*N/A*
Grade 3 Mathematics Student Growth Proficiency	*2 = More than 5 pts Under to 15 pts Under	1 = More than 15 pts Under*		*N/A*	*N/A*
Grade 4 English Language Arts Student Growth Proficiency	*4 = 60-100%	3 = 40-59.9%	2 = 20 - 39.9%	1 = 0 - 19.9%*		*N/A*	*N/A*
Grade 4 Mathematics Student Growth Proficiency			*N/A*	*N/A*
Grade 5 English Language Arts Student Growth Proficiency	*4 = 60-100%	3 = 40-59.9%	2 = 20 - 39.9%	1 = 0 - 19.9%*		*300.0%*	*N/A*
Grade 5 Mathematics Student Growth Proficiency			*300.0%*	*N/A*
Grade 6 English Language Arts Student Growth Proficiency	*4 = 60-100%	3 = 40-59.9%	2 = 20 - 39.9%	1 = 0 - 19.9%*		*300.0%*	*N/A*
Grade 6 Mathematics Student Growth Proficiency			*300.0%*	*N/A*
Grade 7 English Language Arts Student Growth Proficiency	*4 = 60-100%	3 = 40-59.9%	2 = 20 - 39.9%	1 = 0 - 19.9%*		*200.0%*	*N/A*
Grade 7 Mathematics Student Growth Proficiency			*300.0%*	*N/A*
Grade 8 English Language Arts Student Growth Proficiency	*4 = 60-100%	3 = 40-59.9%	2 = 20 - 39.9%	1 = 0 - 19.9%*		*300.0%*	*N/A*
Grade 8 Mathematics Student Growth Proficiency			*300.0%*	*N/A*
Grade 8 PSAT Mathematics	*4 = More than 10 pts Over County/State Avg.	3 = 10 pts Over to 5 pts under*		*N/A*	*N/A*
Grade 8 PSAT Evidence Based Reading and Writing	*2 = More than 5 pts Under to 15 pts Under	1 = More than 15 pts Under*		*N/A*	*N/A*
Grade 9 PSAT Mathematics	*4 = More than 10 pts Over County/State Avg.	3 = 10 pts Over to 5 pts under*		*N/A*	*N/A*
Grade 9 PSAT Evidence Based Reading and Writing	*2 = More than 5 pts Under to 15 pts Under	1 = More than 15 pts Under*		*N/A*	*N/A*
Grade 10 PSAT Mathematics	*4 = More than 10 pts Over County/State Avg.	3 = 10 pts Over to 5 pts under*		*N/A*	*N/A*
Grade 10 PSAT Evidence Based Reading and Writing	*2 = More than 5 pts Under to 15 pts Under	1 = More than 15 pts Under*		*N/A*	*N/A*
Grade 11 SAT Mathematics	*4 = More than 10 pts Over County/State Avg.	3 = 10 pts Over to 5 pts under*		*N/A*	*N/A*
Grade 11 SAT Evidence Based Reading and Writing	*2 = More than 5 pts Under to 15 pts Under	1 = More than 15 pts Under*		*N/A*	*4*

Domain 5b - NWEA. Percentage of students who met or exceeded their *Projected Growth Target*, as measured by Reading (R), Language Use (LU), and Mathematics (M) NWEA from Fall to Spring. (For 2020-21 School Year, Fall 2020 to Winter 2021 was used.)		**3.00**	**10.0%**	**0.30**
		2022-23	**2021-22**	**2020-21**
Grade K Mathematics NWEA			300.0%	2
Grade K Reading NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 1 Mathematics NWEA			300.0%	3
Grade 1 Reading NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 2 Language Usage NWEA			400.0%	3
Grade 2 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		400.0%	3
Grade 2 Reading NWEA			300.0%	3
Grade 3 Language Usage NWEA			400.0%	3
Grade 3 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		400.0%	3
Grade 3 Reading NWEA			400.0%	3
Grade 4 Language Usage NWEA			300.0%	3
Grade 4 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 4 Reading NWEA			300.0%	3
Grade 5 Language Usage NWEA			300.0%	2
Grade 5 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 5 Reading NWEA			200.0%	3
Grade 6 Language Usage NWEA			300.0%	2
Grade 6 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 6 Reading NWEA			300.0%	3
Grade 7 Language Usage NWEA			300.0%	3
Grade 7 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 7 Reading NWEA			300.0%	3
Grade 8 Language Usage NWEA			300.0%	3
Grade 8 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 8 Reading NWEA			300.0%	3
Grade 9 Language Usage NWEA			300.0%	3
Grade 9 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 9 Reading NWEA			300.0%	3
Grade 10 Language Usage NWEA			300.0%	3
Grade 10 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		300.0%	3
Grade 10 Reading NWEA			300.0%	2
Grade 11 Language Usage NWEA			N/A	N/A
Grade 11 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		N/A	N/A
Grade 11 Reading NWEA			N/A	N/A
Grade 12 Language Usage NWEA			N/A	N/A
Grade 12 Mathematics NWEA	4 = 70% or more | 3 = 40% to 69.9% | 2 = 20% to 39.9% | 1 = 0 to 19.9%		N/A	N/A
Grade 12 Reading NWEA			N/A	N/A

Domain 5c - Teacher-Administrtor Goal for Domain #1: Planning and Preparation		**2.5%**	**0.00**

Type Goal here for Domain #1. Goal should be written as a SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)

Domain 5d - Teacher-Administrator Goal for Domain #2: The Classroom Environment		**2.5%**	**0.00**

Type Goal here for Domain #2. Goal should be written as a SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)

Domain 5e - Teacher-Administrator Goal for Domain #3: Instruction		**2.5%**	**0.00**

Type Goal here for Domain #3. Goal should be written as a SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)

Domain 5f - Teacher-Administrator Goal for Domain #4: Professional Responsibilities		**2.5%**	**0.00**

Type Goal here for Domain #4. Goal should be written as a SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)

Comments

Type evaluation comments here.

Overall Evaluation Score	**100.0%**	**#DIV/0!**

_____
Teacher's Signature * **AND** *Date*

_____
Administrator's Signature **AND** *Date*

_____
Superintendent's Signature ** **AND** *Date*

Overall Evaluation Rating (Also used for *Merit Pay* calculation, as required by law)

Highly Effective (3.51 - 4.00)	
Effective (2.86 - 3.50)	
Minimally Effective (2.00 - 2.85)	
Ineffective (0.00 - 1.99)	

* The signature of the teacher represents receipt of evaluation, not agreement. Any written rebuttals must be received by the Superintendent, no later than June 30th of the evaluation year.

Richmond Community Schools
35276 Division
Richmond, Michigan 48062

TEMPLATE

** The signature of the Superintendent is only and indication that the evaluation has been reviewed by the Superintendent

Used in conjunction with Evaluation for Placement, Lay-off or Recall Decisions

Beebee Factors (Used in Placement and Lay-off Decisions)		#DIV/0!	50.0%	#DIV/0!
Demonstrated Pedagogical Skills. The teacher's plans and practice reflects solid knowledge of the content, prerequisites relationships between important concepts, and the instructional practices specific to that discipline. The teacher must consistently demonstrate that they are implementing the strategies of Classroom Instruction that Works, as outlined in the building and district's School Improvement Plan, and other best practices for instruction. In addition, the integration of the district technology (e.g. SMART Boards/Interactive Projectors and Laptops, Tablets, and/or Smart Tables) must be evidenced in the classroom instruction.	*4 = Exceeds	3 = Met Expectation	2 = Below Expectations	1 = Not Met*			
Knowledge of the Subject Area. Classroom teaching is a complex activity that demands teachers to possess substantial thinking skills and a solid knowledge base. Knowledge of subject matter is a prerequisite for effective classroom instruction. A teacher's understanding of subject facts, concepts, principles, methodology, and important generalizations determine his/her thinking and decision-making.	*4 = Exceeds	3 = Met Expectation	2 = Below Expectations	1 = Not Met*			
Classroom Management. Classroom interactions, both between teacher and student and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental difference among groups of students.	*4 = Exceeds	3 = Met Expectation	2 = Below Expectations	1 = Not Met*			
Differentiating Instruction. Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	*4 = Exceeds	3 = Met Expectation	2 = Below Expectations	1 = Not Met*			
Manner and Efficacy of Disciplining Students. Standards of conduct appear to be clear to students, and teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the student's dignity. The teacher demonstrates consistently implementation of a Positive Behavior Intervention System (PBIS) in their classroom that is aligned to the building's PBIS model.	*4 = Exceeds	3 = Met Expectation	2 = Below Expectations	1 = Not Met*			
Rapport with Parents. Teacher communicates frequently with families and successfully engages them in the instruction program. Information to families about individual student is conveyed in a culturally appropriate manner.	*4 = Exceeds	3 = Met Expectation	2 = Below Expectations	1 = Not Met*			
Rapport with Teachers. Teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	*4 = Exceeds	3 = Met Expectation	2 = Below Expectations	1 = Not Met*			
Ability to withstand the strain of teaching. Teacher recognizes the challenges of teaching.	*4 = Exceeds	3 = Met Expectation	2 = Below Expectations	1 = Not Met*			

Attendance (through March 31st, not including Bereavement, FMLA, and Jury Duty absences)		30.0%	0.00

4 = 0 to 5 Sick Days (SD) / Personal Days (PD) |3 = more than 5 to 9 SD / PD | 2 = more than 9 to 12 SD / PD | 1 = more than 12 SD / PD

Discipline		20.0%	0.00

4 = No issues | 3 = Improvement more than 6 months | 2 = Improvement less than 6 months | 1 = No improvement

Significant, Relevant Accomplishments
Type significant and relevant accomplishments here. Must be significant and relevant to the profession.

Relevant Special Training
Type relevant special training here.

Placement, Lay-off, and Recall Score	***#DIV/0!***