

## Teacher Evaluation Process

Fall Evaluation: The Fall Evaluation will take place in December and will result in a potential bonus of up to 3% of a teacher's base salary based on performance. Two weeks prior to the evaluation meeting, teachers will submit their self-evaluation with comments and evidence to the administrative team (ED, AD, DoS, BLD). One week prior to the evaluation meeting, the administrative team will review the self-evaluation submitted by the teacher, the Individual Professional Development Plan (IPDP), and all other evidence (observation notes, memos etc.) to finalize rankings, next steps, and schedule evaluation meetings. During the evaluation meeting, the administrative team will review the evaluation, next steps, and notify the teacher of any bonus received.

Spring Evaluation: The Spring Evaluation will take place in April and will result in a potential bonus of up to 3% of a teacher's base salary based on performance. The process will be the same as the Fall Evaluation.

Data Evaluation: The Data Evaluation will take place in June and will result in a potential bonus of up to 4% of a teacher's base salary based on performance. Teachers will submit their data to the administrative team for each of the four metrics listed below, as well as the EOY Data Reflection document. The Executive Director will review the data and assign bonuses accordingly.

## Coaching and Professional Development

- 1) Teachers fill out self-evaluation by end of Week 3 of the school year and share their observation notes on growth areas through the IPDP.
- 2) Coaches meet and assign Lead Coach for each teacher based on observation notes, self-evaluation, and observation notes from Weeks 1-3 of school.
- 3) Lead coach and teacher focus on growth area for 4-5 weeks.
  - Coaches track action steps in Google Docs so that other members of the administration team can view focus areas, action steps, and progress
  - Teachers and coaches continue to log evidence in the evaluation document as needed. Coaches and teachers should refer to the document in regular coaching meetings
- 4) Coaches meet weekly to review teacher progress and reassign support as needs change.
- 5) Coaches meet to finalize evaluation - each coach will be responsible for assigning rankings in their focus area

## Evaluation Rubric

The following rubric will be used to evaluate teachers in three domains: Instructional Planning/Delivery, School Culture, and Technology. Each domain has several subdomains. Examples are included in the rubric to provide clarity for the sub-domains, but are not intended to be all-encompassing. There are strong examples here, but teachers should not feel limited to the listed practices. Additionally, there are many more practices listed than are feasible for one person to master all at once. Teachers will be given a ranking of 1-4 by their coaches, using data and evidence from their self-evaluation, classroom observations, coaching notes, and other relevant pieces of information. Rankings are interpreted as follows:

1	2	3	4
The teacher does not demonstrate this skill at this time.	The teacher is beginning to demonstrate this skill, but it does not happen consistently.	The teacher is regularly and consistently (approximately 70% of the time) demonstrating this skill/practice.	The teacher is performing this skill/practice at an exemplar level (approximately 90% of the time) and could serve as a model for other teachers if asked.

## Domain 1: Instructional Planning/Delivery

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Plan, post, teach and review rigorous, measurable, bite-sized, clearly sequenced, Common Core aligned objectives</li> <li>● Include and teach meaningful content and SIOP language objectives</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Objectives are: <ul style="list-style-type: none"> <li>❖ aligned to CCSS</li> <li>❖ observable (in lesson plans and in the classroom)</li> <li>❖ use student-friendly language</li> <li>❖ written in terms of student learning (e.g. SWBAT)</li> <li>❖ measurable and assessed regularly</li> </ul> </li> <li>● Content objectives capture key concept of lesson</li> <li>● Language objectives promote student academic language growth and connects with lesson topic/activities</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● Use daily, weekly, and unit-based Common Core aligned assessments and data to determine mastery and plan instruction and remediation</li> <li>● Use Checks for Understanding (CFU) regularly and strategically throughout the lesson</li> <li>● Track and analyze data individually, with team, and with coaches</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Regular use of exit tickets after key lessons</li> <li>● Weekly quizzes from Wonders Curriculum or teacher created</li> <li>● CFU strategically built into lesson plans, executed, and data used to adjust course as needed</li> <li>● Regular (daily and weekly) use of Kickboard to track and share data (input scholar data and assessment scores within three school days of assessment)</li> </ul>
<p><b>Rigorous Questioning</b></p> <ul style="list-style-type: none"> <li>● Plan and ask rigorous, scaffold questions sequenced towards scholar mastery of the objective</li> <li>● Choose questions that require scholars to use details from text, visuals, and other media to demonstrate understanding and support their ideas</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● “What do the details in [text] show?”</li> <li>● “Do you agree with ____, why/why not?”</li> <li>● “Provide evidence from the text to support your answer.”</li> <li>● “What does this picture tell us about...?”</li> <li>● “What did you learn from the pictures that you did not learn from the text or vice-versa?”</li> </ul>
<p><b>Scholar Response</b></p> <ul style="list-style-type: none"> <li>● Plan, model and require high quality, grammatically correct, evidence-based, oral and written responses</li> <li>● Circle back to scholars who respond incorrectly</li> <li>● Use different input protocols to insure equitable participation</li> <li>● Teach, model and require active listening (“I just heard you say . . .”)</li> <li>● Provide opportunities for scholars to explain thinking</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Equity sticks</li> <li>● Whip around</li> <li>● Cold call</li> <li>● Turn and talk, clock partners, PB&amp;J partners</li> <li>● Choral response</li> <li>● Academic language – sentence stems posted and used regularly</li> <li>● Habits of Discussion - full sentences, eye contact</li> </ul>

	<ul style="list-style-type: none"> <li>● No Opt Out</li> <li>● No Rounding Up - let the scholar do the cognitive work and explain thinking</li> <li>● “I heard __ say this. I disagree because . . . “</li> <li>● Ratio: Scholars drive academic discussions and teacher is merely the facilitator</li> <li>● Scholar talk is structured, purposeful, and on task</li> </ul>
<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>● Determine and use scholar schema to plan lessons</li> <li>● Identify key content vocabulary and academic vocabulary in order to maximize scholar understanding</li> <li>● Create/gather appropriate anchor charts, visuals and realia</li> <li>● Use appropriately leveled, complex texts</li> <li>● Create accurate, structured lessons that allow all scholars to move to mastery of grade level or above Common Core objectives</li> <li>● Coordinate lesson and unit planning with GLT and vertically, as appropriate</li> <li>● Create and teach cross-curricular unit plans</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Scholar prior knowledge is considered when crafting lessons</li> <li>● Realia is used to further understanding of key concepts and ELL understanding</li> <li>● Academic vocabulary (e.g. observe, however, because, next, persuade) is explicitly taught</li> <li>● Content vocabulary (e.g., for a weather unit: thunderstorm, tornado) is explicitly taught</li> <li>● Plans are factually accurate and anticipate scholar misunderstandings</li> <li>● GLAD/SIOP strategies are utilized to further ELL understanding</li> <li>● Differentiation is evident: <ul style="list-style-type: none"> <li>❖ increased/decreased scaffolding</li> <li>❖ graphic organizers</li> <li>❖ adjustment in work volume</li> <li>❖ learning through multiple modalities</li> <li>❖ text complexity</li> </ul> </li> <li>● Teachers across grade levels share plans and scholars are receiving nearly similar instruction across a grade level</li> </ul>
<p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>● Develop and implement consistent, highly efficient grade-level and classroom procedures to maximize learning</li> <li>● Clearly present academic content in multiple ways and uses a variety of strategies to engage scholars in intellectually challenging content</li> <li>● Pace lessons appropriately for content and to maximize use of instructional time</li> <li>● Adjust lesson plans and delivery based on emergent scholar needs</li> <li>● Address scholar misconceptions as they occur</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Procedures are consistent across classrooms in a grade level and create a sense of urgency around learning</li> <li>● Key points are clear</li> <li>● Content is presented in different ways to ensure maximum number of scholars understand and master key concepts</li> <li>● Pacing is appropriate, considers age/grade level of scholars, and creates a sense of urgency around learning</li> <li>● Mistakes are valued and treated as a learning opportunity</li> <li>● Scholars are purposefully practicing the objective in whole group, small groups, partners, and independently</li> </ul>

<ul style="list-style-type: none"> <li>● Provide multiple opportunities for purposeful practice of lesson objectives</li> </ul>	
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>● Create ways to invest scholars in the material they are learning</li> <li>● Use precise praise strategically and effectively to motivate, encourage, and give feedback</li> <li>● Model, require and reinforce active listening</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Use of real world problems/relevant content/realia</li> <li>● Problem/project-based learning</li> <li>● Songs/chants/praises</li> <li>● Praise of student action, not innate ability (i.e. “I like how you went back to the problem, found your mistake, and calculated the correct answer” vs. “You’re so smart”)</li> <li>● Emphasis on tracking, making eye contact, and acknowledging responses</li> </ul>

## Domain 2: School Culture

<p><b>Community and Climate</b></p> <ul style="list-style-type: none"> <li>● Build and work toward a clear and concise classroom vision of high expectations for achievement and behavior for all scholars</li> <li>● Build positive and professional relationships with all scholars</li> <li>● Empower scholars to form positive relationships, support each other, and resolve conflicts independently</li> <li>● Empower scholars to take academic risks, learn from their mistakes and support growth</li> <li>● Embed PRIDE values and character education in classroom lessons and routines</li> <li>● Be authentically joyful and positive with a warm/strict tone</li> <li>● Treat all scholars as “our scholars” and give appropriate feedback and praise</li> <li>● Actively participate in one or more Cornerstone committee or event</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Morning and afternoon meetings to set and reflect on academic and behavioral goals</li> <li>● Focus on hard work and character (rather than simply intelligence) as the main factors in success</li> <li>● Goal setting with scholars</li> <li>● Providing concrete solutions for scholars to solve their own problems (e.g. peace path)</li> <li>● Teacher’s tone of voice and body language are firm, positive, and at the appropriate level (no yelling/screaming/negative language, warm/strict, equitable)</li> <li>● Enforcing school-wide behavioral expectations for all scholars</li> <li>● Planning, supporting, or attending the Teacher Retreat, Back to School Night Committee, Family Literacy Night Committee, Winter Performance Committee, Field Day, Culture Day, Grade Level Chair, Common Core Team, Hiring Committee, Marketing, Mini Mermaids Running Club, MAP Pep Rally, Sunshine Committee, Yearbook Committee, After School Tutoring</li> </ul>
<p><b>Systems/Routines/Procedures</b></p> <ul style="list-style-type: none"> <li>● Effectively and appropriately model and enforce school-wide and grade level systems</li> <li>● Recognize when systems and procedures are needed in the classroom and create/execute/reinforce systems</li> <li>● Develop scholars’ abilities to implement systems independently and describe academic and behavioral expectations</li> <li>● Strategically implement differentiated behavior plans for struggling scholars</li> <li>● Track behavior infractions in Kickboard in a timely manner (by the end of the school day) and communicate with scholar families and/or other as needed</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● PRIDE Values</li> <li>● Behavior System</li> <li>● HALLS</li> <li>● STAR</li> <li>● Voice Levels</li> <li>● Uniform Policy</li> <li>● Transitions</li> <li>● Bathroom</li> <li>● Sticker charts</li> </ul>
<p><b>Family Connections</b></p> <ul style="list-style-type: none"> <li>● Interact with parents in a timely, professional, appropriate, and</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Home visits</li> </ul>

<p>proactive manner</p> <ul style="list-style-type: none"> <li>● Consistently available for conferences and meetings</li> <li>● Establish connections with families in a variety of ways</li> <li>● Value home culture and language</li> </ul>	<ul style="list-style-type: none"> <li>● Play dates/Grade Level Picnic/Classroom Picnics</li> <li>● Class Website</li> <li>● Newsletters (translated)</li> <li>● Attending birthday parties and events</li> <li>● Class parties, presentations, and events</li> <li>● Volunteer opportunities</li> <li>● Positive phone calls/notes/emails</li> <li>● Informative phone calls/notes/emails</li> <li>● Parent meetings that go beyond the required conferences</li> <li>● Parents being aware of classroom/scholar goals</li> </ul>
<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>● Dress professionally and appropriately for the school setting</li> <li>● Punctuality - Arrive at school and meetings on time and adhere to school schedule</li> <li>● Be present and engaged during school hours whether in the classroom or in meetings</li> <li>● Meet all deadlines and respond promptly to all requests</li> <li>● Keep ongoing and accurate records of scholar performance and share as requested</li> <li>● Send and respond to email during appropriate times of the day and adhere to the Cornerstone policy of not sending/responding to email during off hours (7:30 PM - 6 AM)</li> <li>● Manage time effectively by prioritizing and understanding locus of control</li> <li>● Use professional language and conduct conversations with the appropriate participants in the appropriate places</li> <li>● Keep classroom and common areas clean and organized and return borrowed materials</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Teacher is an example of professionalism for scholars to follow</li> <li>● Adherence to school dress code: No jeans, low cut or backless blouses, flip-flops, skirts more than 3 inches above the knee, workout wear, ripped or dirty clothes</li> <li>● Schedule personal care (e.g. doctors appts.) outside of school hours</li> <li>● Adherence to deadlines: lesson plans, homework, trackers, report cards, data entry are all completed on time and if not, there is appropriate communication with other staff</li> <li>● Vital school records are accurate and neat: this includes attendance, behavior infractions, homework completion, student data (formal and informal), reading log minutes, parent communication log</li> <li>● Teacher sends emails at appropriate times - before school, after school, during prep (lunch if urgent/desired)</li> <li>● Discussions about students are private, professional, and solutions-oriented</li> <li>● Common space is kept clean and well-maintained</li> <li>● Respect colleague and school property</li> </ul>
<p><b>Mindfulness</b></p> <ul style="list-style-type: none"> <li>● Consider the needs of others by being positive and helpful and seeking to understand their point of view</li> <li>● Assume the best and be solutions oriented</li> <li>● Communicate: take and implement feedback immediately, ask for help if needed, communicate concerns and go to the source, if necessary, and do not gossip</li> <li>● Engage: actively participate and show your interest through</li> </ul>	<p><b>What this looks like:</b></p> <ul style="list-style-type: none"> <li>● Respectful of colleagues' space, time, and possessions</li> <li>● Engaged in professional development</li> <li>● Possible ways to collaborate: coaching discussions, peer observations, video reflections, lesson resources, team lesson planning, troubleshooting technology and sharing innovations with technology</li> </ul>

positive voice tone and body language

- Collaborate: Show humility, be team-oriented, open-minded, patient and persistent

### Domain 3: Technology

#### Curriculum Integration

- Facilitate blended learning using appropriate technology tools to enable all scholars to achieve higher levels of learning
- Use programs such as Raz-Kids, Reading Plus, and ST Math in a rotational model to differentiate instructions
- Implement the Wonders curriculum online components, including assessment
- Use programs such as Raz-Kids, Reading Plus, and ST Math in a rotational model to differentiate instruction
- Facilitate scholar use of technology tools to access information, solve meaningful real-world problems, collaborate with others, and publish findings
- Create and provide varied learning activities, monitor progress, evaluate results, and revise as necessary to meet scholar needs
- Follow school-wide technology structures, routines and procedures
- Teach scholars to evaluate how media messages are constructed and understand legal issues surrounding access and use of information
- Use technology scope and sequence consistently in lesson planning
- Consistently model and reinforce digital citizenship
- Be knowledgeable about the sites and information students will use

#### What this looks like:

- Teacher follows usage guidelines for school's technology programs
- Teacher follows school curriculum and online assessment system
- Teacher implements rotational model effectively and uses data to inform planning and instruction
- Teacher creates multiple opportunities for technology usage throughout the day
- Teacher creates a backup plan for when technology fails or is unavailable
- Teacher follows procedures for repairs/security
- Teacher innovates with technology, while still adhering to school-wide systems, routines, schedules, and structures, and shares new learnings with colleagues
- Teacher promotes digital citizenship: establishes clear procedures re: use of email and content of communications, bullying, use of the computer for research etc.

## Domain 4: Data

<b>Kindergarten</b>			
Assessment	Type	Criteria	Bonus
DRA	Absolute	80% of scholars scoring at Level 4 or above	.5% of base salary
Common Core Aligned Writing Assessment	Absolute	80% of scholars meeting EOY goal	.5% of base salary
Map for Primary Grades (MPG) – Math	Growth	85% exceeding their EOY RIT Goal	1% of base salary
Map for Primary Grades (MPG) – Math	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
Map for Primary Grades (MPG) – ELA	Growth	85% exceeding their EOY RIT Goal	1% of base salary
Map for Primary Grades (MPG) – ELA	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary

<b>First Grade</b>			
Assessment	Type	Criteria	Bonus
DRA	Growth	80% of scholars making over 1 year of growth (Spring to Spring)	.5% of base salary
Common Core Aligned Writing Assessment	Absolute	80% of scholars meeting EOY goal	.5% of base salary
Map for Primary Grades (MPG) – Math	Growth	85% exceeding their EOY RIT Goal	1% of base salary

Map for Primary Grades (MPG) – Math	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
Map for Primary Grades (MPG) – ELA	Growth	85% exceeding their EOY RIT Goal	1% of base salary
Map for Primary Grades (MPG) – ELA	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary

<b>Second Grade</b>			
Assessment	Type	Criteria	Bonus
DRA	Growth	80% of scholars making over 1 year of growth (Spring to Spring)	.5% of base salary
Common Core Aligned Writing Assessment	Absolute	80% of scholars meeting EOY goal	.5% of base salary
NWEA MAP – Math	Growth	85% exceeding their EOY RIT Goal	1% of base salary
NWEA MAP – Math	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
NWEA MAP – ELA	Growth	85% exceeding their EOY RIT Goal	1% of base salary
NWEA MAP – ELA	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary

<b>Third Grade</b>			
Assessment	Type	Criteria	Bonus
Gates MacGinitie	Growth	80% of scholars making over 1 year of growth	.5% of base salary

		(Fall to Spring)	
Common Core Aligned Writing Assessment	Absolute	80% of scholars meeting EOY goal	.5% of base salary
NWEA MAP – Math	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
NWEA MAP – Math	Growth	85% exceeding their EOY RIT Goal	1% of base salary
NWEA MAP – ELA	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
NWEA MAP – ELA	Growth	85% exceeding their EOY RIT Goal	1% of base salary

<b>Fourth Grade</b>			
Assessment	Type	Criteria	Bonus
Gates MacGinitie	Growth	80% of scholars making over 1 year of growth (Fall to Spring)	.5% of base salary
Common Core Aligned Writing Assessment	Absolute	80% of scholars meeting EOY goal	.5% of base salary
NWEA MAP – Math	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
NWEA MAP – Math	Growth	85% exceeding their EOY RIT Goal	1% of base salary
NWEA MAP – ELA	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
NWEA MAP – ELA	Growth	85% exceeding their EOY RIT Goal	1% of base salary

<b>Fifth Grade</b>			
Assessment	Type	Criteria	Bonus
Gates MacGinitie	Growth	80% of scholars making over 1 year of growth (Fall to Spring)	.5% of base salary
Common Core Aligned Writing Assessment	Absolute	80% of scholars meeting EOY goal	.5% of base salary
NWEA MAP – Math	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
NWEA MAP – Math	Growth	85% exceeding their EOY RIT Goal	1% of base salary
NWEA MAP – ELA	Absolute	80% of scholars score in the 70th percentile or above on the EOY assessment	.5% of base salary
NWEA MAP – ELA	Growth	85% exceeding their EOY RIT Goal	1% of base salary