Professional Educator Evaluation Form—NICE Community Schools

Teacher being Evaluated:_____ Evaluator:_____

Non-Tenured_____	Tenured_____

The Process

This evaluation system meets the following criteria, as prescribed by law:

- ✓ Student growth and assessment is a significant component of the overall rating.
- ✓ Student growth is measured using research-based measures.
- ✓ Professional competence is determined through multiple pieces of data, including observations.
- ✓ Results are used to inform professional development for the succeeding year.
- ✓ Ensures that teachers are evaluated annually.

The teacher evaluation system is based on the following criteria:

Student Growth and Achievement	25%
Planning, Preparation, Lesson Design	20%
Classroom Environment	20%
Instruction and Instructional Delivery	20%
Communication and Professional Responsibilities	15%

The law requires that student achievement & growth represent 25% of the overall rating in 2013-14 and then increase progressively to 40% in 2014-15, and 50% in 2015-16. For 2011-12 and 2012-13, this component will be measured primarily by the ability for the teacher to establish strategies and implement systems that are intended to increase student achievement and growth and evidence supporting the targets identified. Examples may include meeting targets for achievement growth, and attending professional development and training needed to increase achievement/growth. In 2014 and beyond, the weight for each section will be adjusted in order to meet the 40% and 50% requirement.

1. The building principal will meet with each teacher in the fall. Teachers will review and complete the "Preliminary Goal-Setting" packet prior to the conference. This packet will be a point of discussion during the pre-conference.

2. The building principal will conduct several informal visits throughout the year, and one formal observation for tenured teachers in good standing, or two formal observations for non-tenured teachers to assess each of the criteria on which the teacher will be evaluated.

3. The building principal will meet with the teacher by the month of April to review the self-assessment and any data/evidence collected.

4. The building principal will complete the evaluation no later than May 5th.

I. Student Growth and Achievement

(teacher objectives are related to the school improvement goals, teacher uses research-based strategies, successful attainment of goals and objectives, measureable improvement, evidence of improvement)

_____**Highly Effective**	_____**Effective**	_____**Minimally Effective**	_____**Ineffective**

Observations and evidence leading to judgment:

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Suggestions for Improvement:

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II. Planning, Preparation, and Lesson Design

(considers content knowledge, knowledge of students, knowledge of resources, use of appropriate assessments, lesson preparation and development, differentiated instruction, data interpretation and its application for improved student learning)

_____Highly Effective	**_____Effective**	**_____Minimally Effective**	**_____Ineffective**

Observations and evidence leading to judgment:

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Suggestions for Improvement:

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III. **Classroom Environment**

(considers enthusiasm for teaching, effective classroom climate, environment of respect and appropriate interactions, high expectations for all students, promotion of student creativity and learning, appropriate classroom rules and expectations, effective transitions)

_____Highly Effective	**_____Effective**	**_____Minimally Effective**	**_____Ineffective**

Observations and evidence leading to judgment:

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Suggestions for Improvement:

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IV. **Instruction**

(considers effective instructional delivery based on content, differentiated instruction, maintenance of high student engagement, expectations for total student participation and demonstration of understanding, effective instructional methods, promotion of self-directed learning, instruction that is culturally diverse, use of technology)

_____**Highly Effective**	_____**Effective**	_____**Minimally Effective**	_____**Ineffective**

Observations and evidence leading to judgment:

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Suggestions for Improvement:

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V. **Communication and Professional Responsibilities** (considers promotion of positive communication and relationships, positive contributions to the school community, accurate and timely record-keeping, undertaking of professional growth opportunities, demonstration of professionalism)

_____**Highly Effective**	_____**Effective**	_____**Minimally Effective**	_____**Ineffective**

Observations and evidence leading to judgment:

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Suggestions for Improvement:

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EVALUATION SUMMARY PAGE

Teacher:		**School Year:**	
Assignment:		**Evaluator:**	

Criteria	**Rating**				**Score**			
	HE (1)	**E (.8)**	**ME (.7)**	**I (0)**				
Student Growth and Achievement (25%)					% Possible		Rating Weight	Final
Goals and Objectives					10	X		
Student Achievement Results					10	X		
Building AYP					5	X		
Planning, Preparation, Lesson Design (20%)								
Content Knowledge					5	X		
Standards					5	X		
Learning Goals					5			
Lesson Plan Design					5	X		
Classroom Environment (20%)								
Positive Climate					5	X		
Respect and Rapport					5	X		
Classroom Procedures					5	X		
Student Behavior					5	X		
Instruction (20%)								
Learning Targets(Set + met)					5	X		
Student Engagement					5	X		
Delivery					5	X		
Use of Technology					5	X		
Communication, Professional Responsibilities (15%)								
Professionalism					5			
Communication					5			
Professional Growth					5			
							Total:	
Overall Rating: [ ] Highly Effective 90-100 [ ] Effective 80-89 [ ] Minimally Effective 70-79 [ ] Ineffective 0-69								

Administrator's Signature

*Bargaining Unit Member's Signature

Date

Date

Distribution: Bargaining Unit Member, Evaluator, Personnel File

**The bargaining unit member's signature is only to indicate receipt of this document and shall not necessarily indicate agreement with its content.*