Covert Public Schools

TEACHER EVALUATION PLAN

MISSION STATEMENT
Covert Public Schools is a community-minded organization dedicated to students constructing knowledge that has value beyond the classroom.

VISION STATEMENT
Covert Public Schools empowers diverse students to achieve, innovate and lead in our global community.

TABLE OF CONTENTS

Covert Public Schools
Teacher Evaluation Rubric
Goals for the Year

Teacher:_____

Date:_____   **Area/Grade:_____**

Directions: Please create one goal for each domain that you will work toward completing by the end of the year.

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Covert Public Schools
Teacher Evaluation Rubric
Evidence for Student Growth

Teacher:_____

Date:_____   **Area/Grade(s):**_____

Directions: Please indicate which assessments will be used to calculate the 25% Student Growth area of your evaluation.

Fall and Spring NWEA scores for all teachers of grades 1—11 will be used and will count for at least 50% of the Student Growth percentage. For teachers of multiple grade levels, an average will be calculated for all grade levels taught. You may choose to have NWEA count for 100% of the category, or choose other assessments to count for 50%.

Covert Public Schools
Teacher Evaluation Rubric
Covert Public Schools - Walk-Through Checklist

Teacher_____   Date_____

Class Subject/Grade_____   Number of students present_____

Time In_____Time Out_____

Please indicate the degree to which you find the following practices evident in the classroom:
Evident, **S**omewhat **E**vident, **N**ot **E**vident. *Please note: it is understood that not all elements below will be observed during each walk-through.*

Planning and Prep	E	SE	NE
Teacher uses knowledge of students in creating lessons. (1A)			
Lesson objective(s) clearly align(s) with summative assessment and CCSS. (1B)			
Teacher plans for differentiation of content, process and/or product. (1C)			
Teacher plans for student engagement. (1C)			
Teacher plans for formative assessment. (1C)			
Teacher uses prior assessments to guide planning. (1D)			
Classroom Environment	**E**	**SE**	**NE**
All classroom interactions are respectful. (2A)			
Teachers and students hold themselves to high standards of learning. (2B)			
The classroom arrangement promotes a learning environment. (2D)			
Classroom routines and procedures are clear and evident. (2C)			
Instruction	**E**	**SE**	**NE**
Teacher clearly articulates the objective. (3A)			
Teacher's oral and written communication is clear to all students. (3A)			
Teachers and students engage in high-level questioning. (3B)			
Lesson content promotes rigor and high level thinking. (3C)			
The pacing of the lesson is developmentally appropriate and flexible based on student progress. (3C)			
Teacher checks for understanding and uses assessment in a sophisticated manner. (3D)			
Teacher uses a variety of delivery methods. (3E)			
Teacher is knowledgeable of content, instructional materials and resources. (3E)			

Notes:

Covert Public Schools
Teacher Evaluation Rubric

Domain 1: Planning and Preparation				
Component	Highly Effective: 3 Points	Effective: 2 Points	Minimally Effective: 1 Point	Ineffective: 0 Points
1A Demonstrating Knowledge of Students	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and continuously attains and uses this knowledge to tailor instruction for individual students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students within the class as a whole. There is evidence that he/she is using this knowledge to improve instruction.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and occasionally attempts to attain and use this knowledge for the class as a whole.	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek and/or use such understanding.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 1: Planning and Preparation				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
1B Selecting Instructional Outcomes	Instructional outcomes are stated as goals that can be validly assessed, reflecting rigorous learning and curriculum standards. They represent different learning styles and take into account the needs of individual students.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different learning styles, and can be assessed in a valid manner. The outcomes reflect opportunities for coordination or integration.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit valid methods of assessment. The outcomes can reflect more than one learning style, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning not related to curriculum standards, or are stated only as activities. They do not permit viable methods of assessment.
Notes:				

Domain 1: Planning and Preparation				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
1C Designing Coherent Instruction	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit's structure is clear and includes different pathways according to student needs.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 1: Planning and Preparation				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
1D Designing Coherent Assessment	Assessment methodologies have been made clear and the teacher uses assessment results to plan future instruction for individual students.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for specific groups of students.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and/or inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 1: Planning and Preparation				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
1E *A baseline for learning has been established*	Previous scores on state administered tests, standardized and/or local/teacher-made benchmark testing that encompasses learning levels on at least a marking period basis are recorded and utilized to determine modifications for instruction; students are involved in tracking their own learning.	Previous scores on state administered tests or other standardized tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current levels of student performance at the beginning of the term or as students enter the class.	The state assessments, grade-level or course content expectations, or other approved learning standards, as well as the textbook and other classroom materials, with no reference to prior student performance, directs teaching.	The textbook or source material directs teaching with no reference to the state assessments, grade-level or course content expectations and assessments, or other approved learning standards.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 2: The Classroom Environment				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
2A *Creating an Environment of Respect and Rapport*	A collaboratively created social contract ensures classroom interactions are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels or developments. A classroom community is evident and highly functioning.	A collaboratively created social contract ensures classroom interactions are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	A social contract is present, although classroom interactions may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students which are only inconsistently addressed by the teacher.	Classroom interactions are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 2: The Classroom Environment				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
2B *Establishing a Culture of Learning*	High levels of student energy and teacher passion and energy for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance – for example, by initiating improvements to their work.	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	The teacher's attempt to create culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement and little or no student pride in work.
Notes:				

Domain 2: The Classroom Environment				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
2C Managing Classroom Procedures and Student Behavior	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Standards of conduct are clear, with evidence of student participation in setting them. Hand or WBT signals are used consistently and effectively. All students respond to signals consistently. The EXCEL model is used to fairly and consistently address individual student misbehavior.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Hand or WBT signals are consistently used, although teacher does not always wait for all students to respond. The EXCEL model is used to address individual student misbehavior.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. It appears that the teacher has made an effort to establish standards of conduct for students. Hand or WBT signals are used inconsistently. The EXCEL model is used sporadically and/or in a demeaning manner to address student misbehavior.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. There is little evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. WBT or hand signals are not present. Student misbehavior is ignored and/or students are constantly singled out. EXCEL model is not followed.
Notes:				

Domain 2: The Classroom Environment				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
2D Organizing Physical Space	The organization of the classroom provides opportunities for optimal learning. Traffic flow is conducive to learning and students are not obstructed from accessing learning materials. All safety procedures are followed for health reasons or students with disabilities.	The organization of the classroom provides opportunities for learning in the classroom. Traffic flow is conducive to learning, yet partially obstructed for students' access to learning materials. Safety procedures are followed.	The classroom organization makes it difficult for students to access learning. Traffic flow is confusing to students. Safety procedures are followed inconsistently.	The classroom lacks organization. Traffic flow is not evident when entering the classroom. Safety procedures are not followed.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 3: Instruction				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
3A Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and appropriate to levels of development, and anticipates possible student misconceptions.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for levels of development.	Expectations for learning, directions, and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for levels of development.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 3: Instruction				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
3B *Using Questioning and Discussion Techniques*	Questions are marked by high expectations and are developmentally appropriate. Students formulate many of the high-level questions and the teacher ensures that all voices are heard.	Teacher uses a variety of questions including open-ended when appropriate. Teacher encourages all students to participate in the discussion and steps aside when appropriate.	Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	The teacher's questions are low level or inappropriate, eliciting limited student participation, and recitation rather than discussion.
Notes:				

Domain 3: Instruction				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
3C *Engaging Students in Learning*	Teacher consistently utilizes EXCEL model to ensure students, throughout the lesson, are highly intellectually engaged in significant learning and make authentic contributions to the activities, student groupings, and materials. Students are engaged in work of a high level or rigor. The lesson is adapted to the needs and interests of individuals, and the structure and pacing allow for student reflection and a launch.	Teacher utilizes most elements of the EXCEL model to provide activities and assignments, materials, and groupings of students that are partially appropriate for the instructional outcomes or levels of understanding. The lesson's structure is coherent, with appropriate pace, fully maintained for the entire class period.	Teacher inconsistently utilizes a few elements of the EXCEL model to provide activities and assignments, materials, and groupings of students that are partially appropriate for the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but that structure is not fully maintained.	EXCEL model is not used; activities and assignments, materials, and groupings of students are not appropriate for the instructional outcomes or levels or understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 3: Instruction				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
3D Using Formative Assessment in Instruction	The teacher continually checks for understanding and uses assessment in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources in a timely manner. Formative assessment data and information is clearly used to inform instruction.	Formative assessment is used in instruction, through self-assessment by students, monitoring of progress/checking for understanding of learning by the teacher, and high-quality feedback to students, though sometimes not in a timely manner. Students are fully aware of the assessment criteria used to evaluate their work. The formative data collected is used inconsistently for tailoring further instruction.	The teacher occasionally uses formative assessment in instruction through some monitoring of progress of learning. Checking for understanding during instruction occurs but may be episodic and unreliable. Feedback to students is uneven, untimely, and students are aware of only some of the assessment criteria used to evaluate their work.	Formative assessment is rarely used in instruction, either through monitoring of progress by the teacher or students or feedback to students. There is little or no evidence the teacher checks for understanding. Students are not aware of the assessment criteria used to evaluate their work.
Notes:				

Domain 3: Instruction				
Component	Highly Effective: 3 Points	Effective: 2 Points	Minimally Effective: 1 Point	Ineffective: 0 Points
3E Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning for specified learning target(s), building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests related to specified learning targets.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher does not address student questions or when students experience difficulty. The teacher blames the students or their home environment for performance or achievement difficulties.
Notes:				

Domain 4: Professional Responsibilities				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
4A Demonstrating Professionalism	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students are honored in school. The teacher displays the highest standards of ethical conduct and is a leader in producing a positive culture.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. The teacher contributes to a positive culture.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations with minimal contribution to a positive culture.	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines, and contributes to a negative culture.
Notes:				

Domain 4: Professional Responsibilities				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
4B Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and students participate by tracking their own records and using them in goal setting.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.
Notes:				

Covert Public Schools
Teacher Evaluation Rubric

Domain 4: Professional Responsibilities				
Component	Highly Effective: 3 Points	Effective: 2 Points	Minimally Effective: 1 Point	Ineffective: 0 Points
4C *Communicating with Families*	The teacher's communication with families is frequent and sensitive to families' cultures; students participate in the communication. The teacher successfully engages families in the instructional program.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always appropriate to the cultures of those families.	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.
Notes:				

Domain 4: Professional Responsibilities			
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
4D Participating in a Professional Learning Community or Team	The teacher makes a substantial contribution to the professional learning community and to school and district events and projects, and assumes a positive leadership role among the faculty. The teacher abides by and models the elements of the staff social contract .	The teacher participates actively in the professional learning community and in school and district events and projects, and maintains positive and productive relationships with colleagues. The teacher abides by the elements of the staff social contract.	The teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. The teacher inconsistently abides by the elements of the staff social contract.	The teacher avoids participating in a professional learning community or in school and district events and projects; relationships with colleagues are negative or self-serving. The teacher does not abide by the elements of the staff social contract.
Notes:			

Domain 4: Professional Responsibilities				
Component	**Highly Effective: 3 Points**	**Effective: 2 Points**	**Minimally Effective: 1 Point**	**Ineffective: 0 Points**
4E *Growing and Developing Professionally*	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback.	The teacher does not participate in professional development and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback.
Notes:				

Final Evaluation Summary

Overall Rating

☐ **Highly Effective (85—100 points)**
☐ **Effective (60—84 points)**
☐ **Minimally Effective (40—59 points)**
☐ **Ineffective (0-39 points)**

Teacher Evaluation Rubric Points

	Subscale Score	Scale Weight	Total
Planning and Preparation (15)	_____	___.2___	_____
Classroom Environment (12)	_____	____.2_____	_____
Instruction (15)	_____	____.2____	_____
Professional Responsibilities (15)	_____	___.15___	_____
Student Growth Score (40)	_____	___.40___	_____

Grand Total =   _____

Rating = Grand Total/0.163   Rating Score =   _____

Student Growth Score

The percentage of students demonstrating growth will be multiplied by 25 to determine the number of points earned for the Student Growth Score