

EQUITY

EQUITY Core Rubric

Teacher Evaluation: Postings and Assurances

Non-State Approved Evaluation Tool; District-Approved Evaluation Tool

Per MCL 380.1249: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for teachers. Complete language (including requirements) for MCL 380.1249 can be found [here](#).

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to EQUITY Teacher Evaluation Tool

Kerri Timar

Printed Name of Superintendent

Kerri Timar

Signature of Superintendent

3-1-17

Date of Approval

EQUITY Education partnered with TNTP, a national leader in education reform, to create a student-centered teacher evaluation rubric. TNTP and their partners uses similar rubric as foundations of their work and research. Please see below and embedded links to for the following information:

- Research Base for the Evaluation Framework, Instrument, and Process [Section 1249(3)(a)]
- Identification and Qualifications of the Author(s) [Section 1249(3)(b)]
- Evidence of Reliability, Validity, and Efficacy [Section 1249(3)(c)]
- Evaluation Framework and Rubric [Section 1249(3)(d)]
- Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249(3)(e)]
- Description of Plan for Providing Evaluators and Observers with Training [Section 1249(3)(f)]





Teacher Evaluation 2015-2016

TEACHER NAME:	LAST:	FIRST:	MID-YEAR EVALUATION DATE:	ANNUAL EVALUATION DATE:
YEARS EMPLOYED WITH EQUITY EDUCATION	(CHECK ONE) 1 YEAR <input type="checkbox"/>	2 YEARS <input type="checkbox"/>	3 YEARS <input type="checkbox"/>	4 YEARS <input type="checkbox"/>
BUILDING:	POSITION:			
PRE-OBSERVANCE CONFERENCE DATE:	MID-YEAR: ANNUAL:	FORMAL OBSERVATION DATE(S):		MID-YEAR: ANNUAL:
POST-OBSERVATION CONFERENCE DATE:	MID-YEAR: ANNUAL:	FINAL EVALUATION DATE:		ANNUAL:
EVALUATOR NAME:	EVALUATOR POSITION:			

The evaluation system is set up for teachers & administrators to work together and is a valuable tool to use for continual learning. This system and the accompanying tools meet all educator evaluation system requirements as outlined by the State of Michigan.

The next page will show rating and performance area definitions for the evaluation. The rubrics are a guide to see where the teacher is working currently and where he/she can improve. The evaluation tool is best when both the teacher and administrator complete the rubrics individually and then meet to have professional dialogue on the tool. In addition to the rubrics, there are three attachments required to provide evidence of teacher attendance, discipline reports, if any, and evidence of accomplishments, contributions and relevant special training.

The administrator makes all final decisions on the evaluation tool after the dialogue takes place. When administrators use the performance evaluation, they select the rating where the combination of descriptors most closely aligns with the observed performance, using and citing evidence for each performance area.



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There are 6 rubrics used to describe and assess teacher performance. The first 5 performance areas are evaluated at the mid-year, and all 6 performance areas are evaluated during the annual evaluation period in the spring. The annual evaluation rating is not cumulative and is reported to the Michigan Department of Education.

- 1) **STUDENT ENGAGEMENT:** Are all students engaged in the work of the lesson from start to finish?
- 2) **ESSENTIAL CONTENT:** Are all students working with content aligned to the appropriate standards for their subject and grade?
- 3) **ACADEMIC OWNERSHIP:** Are all students responsible for doing the thinking in this classroom?
- 4) **DEMONSTRATION OF LEARNING:** Do all students demonstrate that they are learning?
- 5) **PROFESSIONAL RESPONSIBILITY:** Does the teacher demonstrate professionalism?
- 6) **STUDENT ACHIEVEMENT DATA:** Local and state growth and performance data.

Each rubric has a scale rating:

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>Level is clearly unacceptable and immediate action must be taken to make improvements. There will need to be a PIP completed at this level.</p> <p>Rating Score of 24-99 or below.</p>	<p>Level indicates that the performance has deficiencies and should not remain at this level. Specific goals need to be made to move forward and a PIP must also be completed at this level.</p> <p>Rating Score of 25-59.99.</p>	<p>Level describes solid, expected professional performance.</p> <p>Rating Score of 60-84.99.</p>	<p>Level is reserved for truly outstanding teaching that consistently meets a high standard, demanding criteria.</p> <p>Rating Score of 85-100.</p>

Each performance area has 3 components:

- 1) **ESSENTIAL QUESTIONS:** The core question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes."
- 2) **DESCRIPTOR LANGUAGE:** Descriptions of the essence of each performance area, used to differentiate four levels of performance: Highly Effective, Effective, Minimally Effective, and Ineffective. The rubrics mostly use descriptors that focus primarily on student actions and responses.
- 3) **CORE TEACHER SKILLS:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each performance area. After observing and rating a lesson, we recommend that you select or identify 1 or 2 Core Teacher Skills to prioritize for the next development cycle.

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STUDENT ENGAGEMENT | Are all students engaged in the work of the lesson from start to finish?

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p><input type="checkbox"/> Engagement: Very few or no* students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p><input type="checkbox"/> Expectations: Very few or no students demonstrate a clear understanding of behavioral expectations and directions through their actions.</p> <p><input type="checkbox"/> Procedures: Students do not execute transitions, routines and procedures in an orderly manner. Students are left without work to do for a significant portion of the class period.</p>	<p><input type="checkbox"/> Engagement: Some** students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p><input type="checkbox"/> Expectations: Some students demonstrate a clear understanding of behavioral expectations and directions.</p> <p><input type="checkbox"/> Procedures: Students sometimes execute transitions, routines and procedures in an orderly and efficient manner and/or require substantial direction or narration. Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p><input type="checkbox"/> Engagement: Most*** students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p><input type="checkbox"/> Expectations: Most students demonstrate a clear understanding of behavioral expectations and directions.</p> <p><input type="checkbox"/> Procedures: Students mostly execute transitions, routines and procedures in an orderly and efficient manner, though they may require some direction or narration. Students are only idle for short periods of time (less than one minute at a time).</p>	<p><input type="checkbox"/> Engagement: All or almost all**** students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p><input type="checkbox"/> Expectations: All or almost all students are self-directed to follow behavioral expectations and directions.</p> <p><input type="checkbox"/> Procedures: Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>
<p>.25 X _ _ _ = _ _ _</p>	<p>1 X _ _ _ = _ _ _</p>	<p>1.5 X _ _ _ = _ _ _</p>	<p>2.5 X _ _ _ = _ _ _</p>
<p>TOTAL AVERAGE: _____ / _____</p> <p>Sum of scores _____ / 7.5</p> <p>* Very few/no: 0-25% **Some: 25-60% ***Most: 60-85% ****All/almost all: 85-100%</p>			

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ESSENTIAL CONTENT | Are all students working with content aligned to the appropriate standards for their subject and grade?

Note to observers: When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p><input type="checkbox"/> Content: The lesson does not* focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p><input type="checkbox"/> Lesson Activities: Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p><input type="checkbox"/> Sequence: Most activities students engage in are disconnected from one another and/or do not move students toward mastery of the standard(s).</p> <p><input type="checkbox"/> Materials: Instructional materials students use are not appropriately demanding for the grade/course and time in the school-year, based on the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> <p><input type="checkbox"/> Connections: Students rarely have the opportunity to make connections between what they are learning and content within/across disciplines.</p>	<p><input type="checkbox"/> Content: The lesson partially** focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p><input type="checkbox"/> Lesson Activities: Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p><input type="checkbox"/> Sequence: Some activities students engage in are disconnected from one another and/or do not move students toward mastery of the standard(s).</p> <p><input type="checkbox"/> Materials: Some instructional materials students use are not appropriately demanding for the grade/course and time in the school-year, based on the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> <p><input type="checkbox"/> Connections: Some of the time students have the opportunity to make connections between what they are learning and content within/across disciplines.</p>	<p><input type="checkbox"/> Content: The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p><input type="checkbox"/> Lesson Activities: Most*** activities students engage in are aligned to the stated or implied learning goal(s) and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p><input type="checkbox"/> Sequence: Most activities students engage in are generally connected to one another and move students toward mastery of the standard(s).</p> <p><input type="checkbox"/> Materials: Most instructional materials students use are appropriately demanding for the grade/course and time in the school-year, based on the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> <p><input type="checkbox"/> Connections: Most of the time students have the opportunity to make connections between what they are learning and content within/across disciplines.</p>	<p><input type="checkbox"/> Content: The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals and aligns to the big ideas of the unit.</p> <p><input type="checkbox"/> Lesson Activities: All**** activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p><input type="checkbox"/> Sequence: All activities students engage in are well-sequenced and build on each other to move students toward mastery of the standard(s).</p> <p><input type="checkbox"/> Materials: All instructional materials students use are high-quality and appropriately demanding for the grade/course and time in the school-year, based on the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> <p><input type="checkbox"/> Connections: Students have the opportunity to make connections between what they are learning and content within/across disciplines.</p>
<p>.25 X _ _ _ = _ _ _</p>	<p>1 X _ _ _ = _ _ _</p>	<p>1.5 X _ _ _ = _ _ _</p>	<p>2.5 X _ _ _ = _ _ _</p>
<p>TOTAL AVERAGE: _____ /12.5</p> <p>Sum of scores _____</p>			

* Do(es) not/are not: 0-25%

**Partially/some: 25-60%

***Most: 60-85%

****All/ almost all: 85-100%

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ACADEMIC OWNERSHIP | Are all students responsible for doing the thinking in this classroom?

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<input type="checkbox"/> Evidence: Very few or no* students provide meaningful oral or written evidence to support their thinking. <input type="checkbox"/> Cognitive Work: Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work. <input type="checkbox"/> Discourse: Very few or no students respond to their peers' thinking, ideas, or answers. <input type="checkbox"/> Perseverance: No students or very few students try hard to complete academic work or answer questions.	<input type="checkbox"/> Evidence: Very few or no* students provide meaningful oral or written evidence to support their thinking. <input type="checkbox"/> Cognitive Work: Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. <input type="checkbox"/> Discourse: Some students respond to their peers' thinking, ideas or answers and/or provide feedback to their classmates. <input type="checkbox"/> Perseverance: Some students try hard to complete challenging academic work and answer questions.	<input type="checkbox"/> Evidence: Most*** students provide meaningful oral or written evidence to support their thinking. <input type="checkbox"/> Cognitive Work: Students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson, and most of the students complete the cognitive work. <input type="checkbox"/> Discourse: Most students respond to their peers' thinking, ideas or answers and provide feedback to their classmates. <input type="checkbox"/> Perseverance: Most students try hard to complete academic work and answer questions, even if the work is challenging.	<input type="checkbox"/> Evidence: All or almost all/**** students provide meaningful oral or written evidence to support their thinking. <input type="checkbox"/> Cognitive Work: Students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson, and all or almost all of the students complete the cognitive work. <input type="checkbox"/> Discourse: All or almost all students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with their peers' thinking, ideas or answers. <input type="checkbox"/> Perseverance: All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.
.25 X _ _ _ _ = _ _ _ _	1 X _ _ _ _ = _ _ _ _	1.5 X _ _ _ _ = _ _ _ _	2.5 X _ _ _ _ = _ _ _ _
TOTAL AVERAGE: _____ /10 *Very few/no: 0-25% **Some: 25-60% ***Most: 60-85% ****All/almost all: 85-100%			

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DEMONSTRATION OF LEARNING | Do all students demonstrate that they are learning?

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<input type="checkbox"/> Checks for Understanding: Questions, tasks or assessments do not* yield data that allow the teacher to assess students' progress toward learning goals. <input type="checkbox"/> Opportunity: Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. <input type="checkbox"/> Student Understanding: Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals. <input type="checkbox"/> Practice: Student responses, work and interactions demonstrate that most students are not on track to achieve learning goals. <input type="checkbox"/> Data Tracking: Very few or no students monitor their own progress, identify their own errors, and seek additional opportunities for practice.	<input type="checkbox"/> Checks for Understanding: Questions, tasks or assessments yield data that only partially** allow the teacher to assess students' progress toward learning goals. <input type="checkbox"/> Opportunity: Students have few opportunities to express learning through academic writing and/or explanations using academic language. <input type="checkbox"/> Student Understanding: Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. <input type="checkbox"/> Practice: Student responses, work and interactions demonstrate that some students are on track to achieve learning goals. <input type="checkbox"/> Data Tracking: Some students monitor their own progress, identify their own errors, and seek additional opportunities for practice.	<input type="checkbox"/> Checks for Understanding: Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and to sometimes make adjustments in instruction. <input type="checkbox"/> Opportunity: Students have some*** opportunities to express learning through academic writing and/or explanations using academic language. <input type="checkbox"/> Student Understanding: Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. <input type="checkbox"/> Practice: Student responses, work and interactions demonstrate that most students are on track to achieve learning goals. <input type="checkbox"/> Data Tracking: Most students monitor their own progress, identify their own errors, and seek additional opportunities for practice.	<input type="checkbox"/> Checks for Understanding: Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and to regularly**** make adjustments in instruction. <input type="checkbox"/> Opportunity: Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. <input type="checkbox"/> Student Understanding: All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. <input type="checkbox"/> Practice: Student responses, work and interactions demonstrate that all or almost all students are on track to achieve learning goals. <input type="checkbox"/> Data Tracking: All or almost all students monitor their own progress, identify their own errors, and seek additional opportunities for practice.
.25 X _ _ _ = _ _ _	1 X _ _ _ = _ _ _	1.5 X _ _ _ = _ _ _	2.5 X _ _ _ = _ _ _
TOTAL AVERAGE: _____ / _____			Sum of scores _____ / _____ 12.5 _____

*Do not/very few/no: 0-25%
 ****Regularly/all/almost all: 85-100

**Partially/few/some: 25-60%

***Some/most: 60-85%

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PROFESSIONAL RESPONSIBILITY | Does the staff member demonstrate professionalism and embody the mission/vision/values of the school?

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<input type="checkbox"/> Conduct: Frequently acts in an unprofessional manner and violates boundaries. Rarely observes and values district and building rules, administrative guidelines, agreements, policies, and informs admin of any concern. <input type="checkbox"/> Communication: Rarely contributes ideas and expertise that further the school's mission. Rarely responds to actions and response required requests. <input type="checkbox"/> Consistency: Is rarely punctual and reliable with paperwork, duties, and assignments; rarely keeps accurate records. <input type="checkbox"/> Accountability: Rarely works with and encourages colleagues to reflect on what worked, what didn't work, and continuously improving effectiveness. Always uses appropriate channels to seek resolutions to professional or personal concerns. <input type="checkbox"/> Mindset: Rarely exhibits a positive attitude that encourages students, staff and families. Rarely seeks feedback to improve performance.	<input type="checkbox"/> Conduct: Occasionally acts unprofessional and violates boundaries. Involved with negative conversation and controversy. Sometimes observes and values district and building rules, administrative guidelines, agreements, policies, and informs admin of any concern. <input type="checkbox"/> Communication: Sometimes contributes ideas and expertise that further the school's mission. Sometimes responds to action and response required requests. <input type="checkbox"/> Consistency: Is punctual most of time and reliable with paperwork, duties, and assignments; keeps accurate records most of the time. <input type="checkbox"/> Accountability: Sometimes works with and encourages colleagues to reflect on what worked, what didn't work, and continuously improving effectiveness. Sometimes uses appropriate channels to seek resolutions to professional or personal concerns. <input type="checkbox"/> Mindset: Sometimes exhibits a positive attitude that encourages students, staff and families. Sometimes seeks feedback to improve performance.	<input type="checkbox"/> Conduct: Presents a professional demeanor and maintains appropriate boundaries. Most of the time observes and values district and building rules, administrative guidelines, agreements, policies, and informs admin of any concern. <input type="checkbox"/> Communication: Almost always contributes ideas and expertise that further the school's mission. Almost always responds to action and response required requests. <input type="checkbox"/> Consistency: Is almost always punctual and reliable with paperwork, duties, and assignments; almost always keeps accurate records. <input type="checkbox"/> Accountability: Almost always works with and encourages colleagues to reflect on what worked, what didn't work, and continuously improving effectiveness. Always uses appropriate channels to seek resolutions to professional or personal concerns. <input type="checkbox"/> Mindset: Most of the time exhibits a positive attitude that encourages students, staff and families. Actively seeks feedback to improve performance most of the time.	<input type="checkbox"/> Conduct: Presents as a consummate professional and always observes boundaries. Almost always observes and values district and building rules, administrative guidelines, agreements, policies, and informs admin of any concern. <input type="checkbox"/> Communication: Always contributes ideas and expertise that further the school's mission. Always responds to action and response required requests. <input type="checkbox"/> Consistency: Is always punctual and reliable with paperwork, duties, and assignments; always keeps accurate records. <input type="checkbox"/> Accountability: Always works with and encourages colleagues to reflect on what worked, what didn't work, and continuously improving effectiveness. Always uses appropriate channels to seek resolutions to professional or personal concerns. <input type="checkbox"/> Mindset: Almost always exhibits a positive attitude that encourages students, staff and families. Actively seeks feedback to improve performance.
.25 X _ _ _ = _ _ _	.5X _ _ _ = _ _ _	1 X _ _ _ = _ _ _	1.5 X _ _ _ = _ _ _

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TOTAL AVERAGE: _____ = <u>7.5</u> _____ Sum of scores

Student Achievement Data | Does the staff member implement and reflect on balanced assessments to drive student achievement?
Note to Observers and Teachers: Relevant documents can be provided by the teacher as supplemental evidence for this rubric during the pre-observation conference meeting.

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<input type="checkbox"/> Teacher/District Generated Assessments: Demonstrates little knowledge of school and class data. No evidence of adjusting instructional strategies. <input type="checkbox"/> School Improvement Plan Goals/Assessments: Demonstrates little knowledge of School Improvement goals and has no evidence of adjusting instructional strategies to increase student achievement related to SIP goals. <input type="checkbox"/> Authentic Assessments: Demonstrates little knowledge of authentic assessments as related to school and class data, has evidence of adjustments in instructional strategies that positively yield increased student achievement. <input type="checkbox"/> Reflection: Teacher was unable to dialogue about the need to use assessments to drive instruction.	<input type="checkbox"/> Teacher/District Generated Assessments: Demonstrates some knowledge of school and class data and the need to adjust instructional strategies to address student achievement. <input type="checkbox"/> School Improvement Plan Goals/Assessments: Demonstrates some knowledge of School Improvement goals and has little class data and evidence of adjusting instructional strategies to increase student achievement as related to SIP goals. <input type="checkbox"/> Authentic Assessments: Demonstrates some knowledge of authentic assessments as related to school and class data, has evidence of adjustments in instructional strategies that positively yield increased student achievement. <input type="checkbox"/> Reflection: Teacher dialogue reflects resistance to using data to drive instruction or some understanding.	<input type="checkbox"/> Teacher/District Generated Assessments: Demonstrates knowledge of school and class data and has some evidence of adjusting instructional strategies to increase student achievement. <input type="checkbox"/> School Improvement Plan Goals/Assessments: Demonstrates knowledge of School Improvement goals and has some class data and evidence of adjusting instructional strategies to increase student achievement as related to SIP goals. <input type="checkbox"/> Authentic Assessments: Demonstrates knowledge of authentic assessments as related to school and class data, has evidence of adjustments in instructional strategies that positively yield increased student achievement. <input type="checkbox"/> Reflection: Teacher dialogue reflects solid understanding of the need to use data to drive instruction.	<input type="checkbox"/> Teacher/District Generated Assessments: Demonstrates knowledge of school and class data, has evidence of many adjustments in instructional strategies that positively yielded increased student achievement. <input type="checkbox"/> School Improvement Plan Goals/Assessments: Demonstrates knowledge of School Improvement goals and has class data demonstrating evidence of adjustments in instructional strategies that positively yield increased student achievement as related to SIP goals. <input type="checkbox"/> Authentic Assessments: Demonstrates extensive knowledge of authentic assessments as related to school and class data, has evidence of adjustments in instructional strategies that positively yield increased student achievement. <input type="checkbox"/> Reflection: Teacher dialogue reflects master understanding of the need to use data to drive instruction.
1.75 X _____ = _____	3.25 X _____ = _____	4.75 X _____ = _____	6.25 X _____ = _____
TOTAL AVERAGE: _____ Sum of scores			TOTAL AVERAGE: _____ Sum of scores

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Student Achievement | Growth and Performance Data

Classroom Level Performance - Interim Assessment Data - IA1 to IA2 (Academic Approach, MAP, ANet, AIMSWeb)	___/5_
Classroom Level Performance - Interim Assessment Data - IA2 to IA3 (Academic Approach, MAP, ANet, AIMSWeb)	___/5_
High Stakes - School Level Performance - Local and/or State Pre-to-Post Growth Data (Academic Approach, MAP, ANet, AIMSWeb, 14-15 M-STEP results)	___/5
High Stakes - Classroom Level Performance - Local and/or State Pre-to-Post Growth Data (Academic Approach, MAP, ANet, AIMSWeb, 14-15 M-STEP results)	___/10
Total:	___/25

Annual Evaluation Summary

Ineffective: 0-24.99		Minimally Effective: 25-59.99		Effective: 60-84.99		Highly Effective: 85-100	
Performance Area 1: Essential Content	___/7.5___	Performance Area 2: Academic Ownership	___/12.5___	Performance Area 3: Student Engagement	___/10___	Performance Area 4: Demonstration of Learning	___/12.5___
				Performance Area 5: Professional Responsibility	___/7.5___	Performance Area 6: Student Achievement	___/25___
				Local/State Assessment Data	___/25___	Annual Performance Rating (I, ME, E, HE):	___/100

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Annual Evaluation Summary:

Must include specific performance goals for improvement as well as recommended training and documentation for 2016-17 SY.

Attach **Attendance and Applicable Discipline Reports**.

Attach **Accomplishments & Contributions** above the normal expectations for an individual in his/her peer group and that demonstrate a record of exceptional performance.

Attach **Relevant Special Professional Development, Training or Workshops** attended other than the professional development that is required by the district or state law. This must include examples of how the training was integrated into instruction into a meaningful way. This can be internal or external such as Data Days or Achievement Network Professional Development.

Signature of Employee _____

Date _____

Signature of Evaluator _____

Date _____

This evaluation has been discussed with the employee. The teacher's signature acknowledges receipt of this document and does not necessarily indicate agreement with the report. I understand that I may, within ten (10) working days of my signature, make a written response to this evaluation.

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