

## Grass Lake Evaluation Rubric

<b>Planning &amp; Preparation</b>	<b>Ineffective = 0</b>	<b>Minimally Effective=1</b>	<b>Effective = 2</b>	<b>Highly Effective =3</b>	<b>15 Percent</b>
<p><b>Lessons Clearly Aligned with Content Expectations</b></p> <p><b>Demonstrates knowledge of content and instruction.</b></p>	Teacher makes content errors or does not correct errors students make.	Teacher displays basic content knowledge, but cannot articulate connections.	Teacher displays content knowledge and makes connections between content and other areas of the discipline and other disciplines.	Teacher displays extensive knowledge with evidence of continuous pursuit of such knowledge.	
<p><b>Daily Lesson Plans are evident.</b></p>	No Lesson Plan is evident.	There is some evidence that daily lessons and long term goals are inconsistent.	There is evidence that daily lessons and long term goals are generally aligned with the district curriculum. Instruction activities are generally related to learning objectives.	There is evidence that daily lessons are relevant to students and instructional goals. Lessons progress coherently, producing a quantified whole and reflecting recent professional research.	
<p><b>Designs Lessons in a Clear and Logical Manner.</b></p> <p><b>Plans include a variety of teaching methods and evaluation strategies.</b></p>	<p>The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.</p> <p>The content and method of assessment lacks congruence with instructional goals.</p>	<p>The lesson or unit has a recognizable structure, although not uniformly maintained. Most time allocations are reasonable.</p> <p>Some of the instructional goals are assessed through the proposed approach, but many are not.</p>	<p>The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</p> <p>All instructional goals are assessed through clearly organized activities.</p>	<p>The lesson or unit structure is clear and allows for different pathways according to student needs</p> <p>The approach to assessment is completely congruent with the instructional goals, both in content and process.</p>	

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<b>Plans include differentiation to reflect students' interests, ability and history, as needed.</b>	The teacher displays little knowledge of student skills and knowledge, and does not indicate that such knowledge is valuable.	Teacher recognizes the values of understanding student's abilities and skills, but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and abilities for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of most students and their skills including those with special needs.	
<b>Demonstrates Knowledge of Current Resources.</b>  <b>Seeks to use technology and resources to enhance student learning and engagement.</b>	Teacher unaware of technology/resources available through the district.	Teacher displays limited awareness of technology/resources available through the district.	Teacher uses technology/resources to support instructional goals while engaging students in meaningful learning that enhances understanding in the content area.	Teacher uses technology/resources to plan varied approaches to learning to support instructional goals and engage students in meaningful learning of the content area as part of a coherent structure.	

<b>Instruction</b>	<b>Ineffective =0</b>	<b>Minimally Effective = 1(*2)</b>	<b>Effective = 3 (*4)</b>	<b>Highly Effective=4 (*6)</b>	<b>20 Percent</b>
<b>Communicates Clearly and Accurately.</b>	Presentations are confusing to students. Spoken and written language is used incorrectly.	Most students' confusion is clarified. Vocabulary is limited and/or inappropriate to the age group.	Teacher provides clear directions and appropriate level of detail so that most students understand the directions the first time. Vocabulary is clear, correct, and appropriate.	Directions and procedures are clear. Teacher anticipates possible misunderstandings and provides solutions. Vocabulary is correct and expressive.	

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<p><b>Utilizes a Variety of Teaching Strategies and Resources.</b></p>	<p>Uses materials and resources unsuitable to the instructional goal. Lesson has no clearly defined structure.</p>	<p>Materials are partially suitable to the instructional goals. Lesson has structure but not maintained. Students have a moderate level of engagement.</p>	<p>Materials and resources are appropriate to the instructional goal. Students are engaged. Lesson has clearly defined structure.</p>	<p>Materials and resources are appropriate and students are fully engaged. Teacher provides additional opportunities for resources and reflection.</p>	
<p><b>Demonstrates Quality Interactions with Students.</b></p>	<p>Teacher ignores or brushes aside student questions and interest. Interaction between student and teacher is predominately reactionary.</p>	<p>Teacher attempts to adjust the lesson and accommodate students' questions and interests with mixed results.</p>	<p>Teacher successfully accommodates students' questions or interests with smooth adjustment.</p>	<p>Students assume responsibility for the discussion. Teacher seizes opportunity for "teachable moments"</p>	
<p><b>Recognizes and Adjusts Teaching to Accommodate Student Differences.</b></p>	<p>When a student has difficulty learning the teacher places blame either on the student or environment. No intervention is attempted.</p>	<p>Teacher accepts responsibility for success of all students with mixed results due to limited repertoire of instructional strategies to use.</p>	<p>Teacher persists in seeking approaches for students who have difficulty learning, making minor adjustments and using a moderate repertoire of strategies.</p>	<p>Teacher persists in seeking effective approaches for students who need help using extensive repertoire of strategies and soliciting additional resources from others.</p>	

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<b>Classroom Environment</b>	<b>Ineffective =0</b>	<b>Minimally Effective = 1(*2)</b>	<b>Effective = 3 (*4)</b>	<b>Highly Effective=4 (*6)</b>	<b>15 Percent</b>
<b>Creating an Environment of Respect and Rapport</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic or inappropriate.	Teacher-student interactions are generally appropriate but inconsistent. Students exhibit only minimal respect for teacher.	Teacher –student interactions are positive, respectful and attentive to students’ needs and differences. Students exhibit respect for the instructional staff.	Teacher demonstrates an exceptional level of caring and respect for individual student s. Students exhibit respect for teacher as an individual, beyond for the role.	
<b>Establish a Culture for Learning</b>	Instructional goals and activities, interactions, and the classroom environment convey low expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey moderate expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain, through planning of learning activities, interactions and the classroom environment, high expectations for the learning of all students.	
<b>Managing Classroom Procedures</b>	Students not working with the teacher are not productively engaged in learning, much time is lost during transitions.	Tasks for student work are partially organized, resulting in some off-task behavior when teachers are involved with one group. Effective transactions are inconsistent.	Tasks for student work are organized, and are managed so most students are engaged at all times. Transitions occur smoothly.	Students are working, productively engaged at all times, with students assuming responsibly for productivity. Transitions are seamless.	

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<b>Managing Student Behavior</b>	Clear standards are absent or student behavior is not monitored, or teacher does not respond appropriately to the misbehavior.	Occasionally, clear standards are absent, behavior of students is not monitored, teacher does not respond appropriately to the misbehavior.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times and teacher response to misbehavior is appropriate and respects the students' dignity.	Clear standards of conduct developed with student participation. Students monitor their own behavior and teacher response to misbehavior is highly effective and sensitive to students' individual needs.	

<b>Professionalism</b>	<b>Ineffective = 0</b>	<b>Minimally Effective=1</b>	<b>Effective = 2</b>	<b>Highly Effective =3</b>	<b>15 Percent</b>
<b>Maintaining Accurate and Timely Records.</b>	Records are in disarray or non-existent.	System for maintaining records is rudimentary, partially effective and needs monitoring.	System for maintaining records is effective and timely.	System for maintaining records is fully effective and always timely. Reminders are not needed.	
<b>Communicates with Families Effectively.</b>	Teacher provides minimal information to parents and does not respond or	Teacher adheres to the school's required procedures for communicating with	Teacher's efforts to engage families in the instructional program are frequent and	Teacher provides information to parents frequently on both positive and negative	

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	responds insensitively to parent concerns about students.	parents. Response to parent concerns is minimal.	successful. Response to parent concerns is appropriate and timely.	aspects of student progress. Response to parents concerns is handled with great sensitivity.	
<b>Exhibits Effective Professional Relationships</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.	
<b>Grow and Develop Professionally</b>	Teacher does not seek to further their professional development.	Teacher participates in most school organized professional development opportunities.	Teacher participates in all school organized professional development and seeks occasional outside opportunities to further their knowledge.	Teacher takes a leadership role in seeking out and providing effective professional development. Teacher is lifelong learning, constantly seeking professional opportunities to further her professional growth.	
<b>Maintains the Professional Standards Set by the District; such as, but not limited to, dress code, FERPA, attendance, punctuality etc.</b>	Teacher does not abide by the set policies and procedures.	Teacher requires frequent monitoring to abide by policies and procedures.	Teacher will abide by policies and procedures with minimal monitoring.	Teacher will abide by the policies and procedures through self-monitoring.	

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## Student Growth

*Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement.*

**Rationale: This rubric focuses on measuring student growth that accomplished three components:**

- Collaborative and theory and practice between the educator and administrator
- Support district and building level improvement goals.
- Support the professional development of the educator.

## Data Sources / Assessments

Data may include, but is not limited, to:

### **Principal:**

- MEAP
- MME
- ACT
- Explore
- PLAN
- MLPP
- AP
- End of Course/Unit Assessment
- County Wide Assessment
- Dibels
- NWEA
- Other Assessments

### **Teacher:**

- MEAP
- MME
- ACT
- Explore
- PLAN
- MLPP
- AP
- End of Course/Unit Assessment
- County Wide Assessment
- Dibels
- NWEA
- Other Assessments

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<b>Student Growth</b>	<b>Ineffective =0</b>	<b>Minimally Effective = 3 (*5)</b>	<b>Effective= 8 (*12)</b>	<b>Highly Effective =10 (*15)</b>	<b>35 Percent</b>
<b>Use of data to improve student growth</b>	There is no evidence that data was collected, utilized or interpreted by the teacher. None of the goals were met and some regression is noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the targeted areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.	
<b>Meeting building and district improvement goals*</b>	Data sources demonstrate that building and district improvement goals are not being met.	Data sources demonstrate that some building and district improvement goals are being met.	Data sources demonstrate that building and district improvement goals are being met.	Data sources demonstrate that building and district improvement goals are being exceeded.	
<b>Improve Student Growth*</b>	Less than 70 percent of the students demonstrated improved student growth.	Data indicates that at least 70 percent of the students demonstrated improved student growth.	Data indicates that at least 80 percent of the students demonstrated improved student growth.	Data indicates that at least 90 percent of the students demonstrated improved student growth.	

By a mutually agreed upon date, the evaluator and teacher will meet to put in writing the selected assessment that will be used as data sources in this evaluation. If other assessments will be used, a written rationale will be provided as to why it was chosen. The administrator and teacher input in the collection of growth data will be of equal value in the assessment process. Teachers will be responsible for providing their evidence of student growth. Failure to provide statistical data will result in them receiving a zero on their 50% of component 5, student growth.

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Professional development of the educator is essential in the growth process. If an educator or their administrator feels specific professional development would be important to improving student growth that can be discussed during this process.

**\*To be considered as examples of additional components for the student growth rubric.**

**Teacher Performance Rating:**

<b>95 - 100</b>	<b>Highly Effective</b>
<b>72 - 94.9</b>	<b>Effective</b>
<b>60 - 71.9</b>	<b>Minimally Effective</b>
<b>0 - 59.9</b>	<b>Ineffective</b>

**Overall Performance Rating:** \_\_\_\_\_ Ineffective \_\_\_\_ Minimally Effective \_\_\_\_ Effective \_\_\_\_ Highly Effective \_\_\_\_

Teacher Name \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

The Teacher's signature acknowledges receipt of a copy of this document and the awareness of the opportunity to write a response to this evaluation appraisal within 3 business days.

\_\_\_\_\_ I wish to submit a written response to be attached to this evaluation.

**Remarks by Teacher:**

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The following statement is in support of the Jackson County-Wide Michigan Educator Evaluation Instrument (as written and amended by C. Bushinski, Northwest Community Schools)

*Representatives of the Jackson County Education Association and the administrations of Jackson County School Districts mutually agreed to examine the teacher evaluation process and associated instruments in the fall of 2010. This action was initiated to promote a more meaningful and reflective evaluation process for the professional staff, to comply with Public Act No. 205, Section 1249 and to create a common template for county school district's consideration. A teacher evaluation team representing teachers, administrators, and JCEA union officials was formed in September 2010 and has worked collaboratively to accomplish the following tasks:*

- Examined evaluation instruments from other schools in the area.*
- Contracted with a consultant to provide current information and facilitate the process.*
- Researched best-practice literature on teacher evaluation.*
- Surveyed professional staff on aspects of the current evaluation process/tool.*
- Communicated with professional staff through written updates.*
- Finished drafting the evaluation template in the winter of 2011.*

*The Teacher Evaluation Team demonstrated a commitment to develop an evaluation process that recognizes the importance of standards and self-assessment in fostering a truly distinguished professional staff. This template identifies five domains (Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, and Student Growth) in a Framework for Professional Practice for Teachers that reflects what effective teachers exhibit in performing their duties. Submitted by Michigan Educator Evaluator Committee for Jackson County ISD-Wide School Districts.*