Performance Evaluation

SABISTALENT

MS Teacher

Personal Information

Code	ms teacher
E-mail	
Date hired	

Current Position(s)

Middle School English/Social Studies Teacher

Code	350	**Supervisor**	Administrator
Date appointed			
Employer	IAF - Flint	**Location**	Flint, MI
Division	Teaching - Flint	**Function**	Teaching
Department	English/Social Studies	**Sub-function**	English/Social Studies

Performance Plan: Teacher Performance Program 11-12

Planning period	AY 2011-2012	**Status**	Evaluate
		Status date	10/4/2011
Valid from - to	7/1/2011 - 6/30/2012	**Created by**	Cormier, Traci L.
Next review on			
Plan owner comments			
Employee comments			

Evaluation Overview

Category	Goal	Weighting	Evaluation
Student Academic Achievement	Student Academic Achievement w/AMS	50.00%	%
Student Academic Growth	Student Academic Growth w/AMS	10.00%	%
Use of Point System™	Use of Point System w/AMS	15.00%	%
Classroom Management	Classroom Management w/AMS	15.00%	%
Professional Relations	Professional Relations w/AMS	3.00%	%
Commitment	Commitment w/AMS	4.00%	%
Accountability	Accountability w/AMS	3.00%	%
			%

Competency	Rating
Leadership/Team Management	
Interpersonal Skills/Communication	
Organization, Planning, Execution	
Problem Solving and Follow up	
Dependability	

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Overall evaluation

Evaluated on	
Evaluation comments	
Employee comments	

Student Academic Achievement (50.00%)

⊙ Student Academic Achievement w/AMS (50.00%)   **%**

As applicable measured by: student achievement on AMS tests (AMS 050 data), SABIS® exams (ACAD 545 and 546 data), state exam mocks, external exams (APs) mocks

Exceeds Requirements (4.00%)
Based on the AMS 050 report, exceeded and maintained a class average ranging between 85-100%; considering set "target goals" and based on the AMS 050 report, measuring the increase in scores consecutively by comparison to the first AMS, increased scores on at least 5 AMS exams per term; based on the ACAD 546 report, exceeded and maintained a class average ranging between 85-100%; based on the ACAD 545 report, on average none of the students failed
Meets Requirements (3.00%)
Based on the AMS 050 report, achieved and maintained the set standard average of 70-84%; considering set "target goals" and based on the AMS 050 report, measuring the increase in scores consecutively by comparison to the first AMS, increased scores on at least 3 AMS exams per term; based on the ACAD 546 report, achieved and maintained the set standard average of 70-84%; based on the ACAD 545 report, on average less than 10% of students failed
Minimally Acceptable (2.00%)
Based on the AMS 050 report, achieved and maintained the minimum acceptable average of 60-69%; considering set "target goals" and based on the AMS 050 report, measuring the increase in scores consecutively by comparison to the first AMS, failed to show improvement with a passing base; based on the ACAD 546 report, achieved and maintained the minimum acceptable average of 60-69%; based on the ACAD 545 report, on average less than 30% of students failed
Unsatisfactory (1.00%)
Based on the AMS 050 report, failed to achieve the minimally acceptable level of 60%; considering set "target goals' and based on the AMS 050 report, measuring the increase in scores consecutively by comparison to the first AMS, failed to show improvement with a failing base; based on the ACAD 546 report, failed to achieve the minimum acceptable average of 60%; based on the ACAD 545 report, on average more than 30% of students failed

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Student Academic Growth (10.00%)

⦿ Student Academic Growth w/AMS (10.00%)   %

As applicable measured by: student academic growth on standardized tests (comparative Fall & Spring), Reading level improvement (STAR Fall/Spring), SABIS® pre- and post- diagnostics for students, class variations on exams (ACAD 558 data)

Exceeds Requirements (4.00%)
Based on the ACAD 558 report and set "target goals" 85% or more of the students achieve a class variation of +2; Star Testing show average growth of 1.0-1.25 grade levels (exclusive)
Meets Requirements (3.00%)
Based on the ACAD 558 report and set "target goals", 70-84% of the students achieve a class variation of +2; Star Testing show average growth of one grade level
Minimally Acceptable (2.00%)
Based on the ACAD 558 report and set "target goals", 60-69% of the students achieve a class variation of +2; Star Testing show average growth of at least .75 grade level
Unsatisfactory (1.00%)
Based on the ACAD 558 report and set "target goals", students did not achieve a class variation nor maintain the same averages; Star Testing show little growth but does not amount to the minimally acceptable level of .75 grade level

Use of Point System™ (15.00%)

⦿ Use of Point System w/AMS (15.00%)   %

Uses the teaching cycle consistently and efficiently; plans points, instruction, and practice work to maximize learning; manages group work effectively; maintains appropriate pace; ensures student learning occurs in class; uses the Point SystemTM consistently

Exceeds Requirements (4.00%)
Consistently and skillfully utilizes the instructional cycle of Teach, Class Practice, Individual Practice, Check achieving the desired level of learning at a brisk pace; points are very well written and very well structured with logical sequence which enhances the learning; presentation of points is clear, precise, and contributes to a brisk pace; time spent on individual points is very well budgeted achieving maximum efficiency; manages instruction in accordance with the pacing charts and manages to find time and ways to introduce extra materials to support the instruction, thus providing more depth to student learning; consistently uses the Point SystemTM in a most effective way and has become a mentor for other teachers in the use of the system
Meets Requirements (3.00%)
Consistently utilizes the cycle of instruction of Teach, Class Practice, Individual Practice, Check; points are clearly written and posted, and the presentation is clear and direct; is mindful of the importance of adhering to pacing charts and manages to find time and ways to do catch-up work without disruption to the schedule or student activities; consistently uses the Point SystemTM in teaching all or the majority of classes
Minimally Acceptable (2.00%)
Tries to use the cycle of teaching, is sometimes unsuccessful wavering between points without clear transitions; points are not well defined and when they are they are simply listed on the board and hardly referred to; makes an effort to start class on time, but is sometimes unsuccessful; is sometimes on pace, but often slips and finds it challenging to get back on track; attempts to use the Point SystemTM consistently, but when faced with difficulty, resorts to other teaching methods
Unsatisfactory (1.00%)
Does not utilize the teaching cycle; points are not properly defined resulting in confusion; class start lacks academic focus and is often secondary to housekeeping procedures; does not adhere to pacing charts; fails to use the Point System(TM) with any consistency

Classroom Management (15.00%)

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Classroom Management w/AMS (15.00%) %

Applies school and classroom rules consistently & effectively; utilizes preventive discipline, including proper use of seating charts; motivates and engages students; communicates expectations to students clearly; establishes and maintains a positive classroom environment; maintains discipline in class keeping referrals to a minimum; takes referrals seriously and uses appropriately as a last resort

Exceeds Requirements (4.00%)

Not only applies school and classroom rules consistently and effectively but also promotes the student code throughout the school and inspires other teachers to follow suit; is very knowledgeable of principles of preventive discipline and comfortably uses a variety of effective techniques; students play an active role in keeping order in the class minimizing the need for using the check system to record and report discipline; conveys genuine enthusiasm for learning to students and is able to engage them and sustain their focus; expectations are well defined, clearly communicated and often referred to; is able to inspire students to do their best so that most are able to meet expectations; classroom is clean and orderly and conducive to learning; demonstrates genuine caring and respect for individual students; students exhibit respect for teacher as an individual, beyond the role of a teacher; students demonstrate genuine caring for one another as individuals and as students; consistently demonstrates excellent classroom management skills; has few or no students leaving the classroom, utilizing referrals only when completely justified according to the school guidelines; consistently portrays a demonstrated ability to engage the students at all times and maintain outstanding classroom discipline through teaching style as well as behavior management techniques; views office referral as a failuire and will make use of every measure available before referring a student out of class

Meets Requirements (3.00%)

Makes a genuine effort to apply school and classroom rules consistently and effectively; rules are clearly posted and referred to; has the awareness and the good sense to seek help when faced with roadblocks; has good knowledge of preventive discipline and uses a variety of effective techniques; regularly enforces the class seating plan and suggests changes when needed; records and reports inappropriate behavior consistently; motivates and engages students most of the time, has some difficulty sustaining students focused in more challenging classes; expectations are clearly communicated, follow up is consistent so that the majority of students achieve the set expectations; classroom is clean and orderly and conducive to learning; teacher-student interactions are positive and demonstrate warmth; students exhibit respect for teacher and students interactions together are polite and respectful the majority of the time; good classroom management skills; is consistently able to maintain classroom discipline keeping referrals to student management to a minimum; practices the different levels of discipline available to teachers wisely, and uses office referrals as a last resort or when the offense warrants removal from class

Minimally Acceptable (2.00%)

Makes an effort to apply school and classroom rules, but needs to improve methods to achieve the desired results; has some knowledge of preventive discipline techniques, but needs to develop skills using them; attempts to enforce the class seating plan but does not adhere to it regularly; recording and reporting of behavior data is inconsistent; tries to motivate and engage students but with only minimal apparent results; expectations are communicated, but with little or no follow up so that meeting the expectations is limited to the self-motivated students; classroom is sometimes clean and orderly, conducive to learning; interactions with students are generally appropriate but may at times reflect inconsistencies, favoritism or disregard for students' culture; students exhibit minimal respect for teacher; has difficulty with students who are not motivated and concentrates more effort on those who appear to be learning, resulting in various disruptive behaviors and loss of instructional time; needs to work on improving classroom management techniques; understands the different levels of discipline available to the teacher, but struggles with application; teacher's behavior may sometimes escalate inappropriate student behavior resulting in excessive office referrals

Unsatisfactory (1.00%)

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Is sporadic and selective in applying school and classroom rules; does not use preventive discipline resulting in too many disruptions to the class; fails to enforce the class seating chart allowing students free movement resulting in loss of academic time; does not use the check system consistently or efficiently; fails to motivate students; students are not engaged for any extended amount of time and are not focused throughout a lesson; expectations are not communicated or are not communicated clearly, resulting in confusion; physical environment of the classroom is not conducive to learning; interaction with the students is often negative, demeaning, sarcastic, or inappropriate to the age or culture of the students; student interactions are characterized by conflict, sarcasm, or put-downs; fails to practice preventive discipline and manage student behavior appropriately that the only recourse available is an office referral; fails to understand and apply the different levels of discipline available to the teacher; refers students to the office for minor, non-repetitive offenses or refers challenging students consistently to quiet the class

Professional Relations (3.00%)

⊙ Professional Relations w/AMS (3.00%)   %

Motivates students to perform well and responds promptly to student needs; maintains positive relations with colleagues, administration, and staff; inspires respect and trust; encourages students to participate in SL and uphold SL principles; supports and works cooperatively with SL staff; maintains a positive attitude; follows instructions; responds to management direction

Exceeds Requirements (4.00%)

Spares no effort to motivate students to do their best and succeeds consistently with the majority of students; anticipates student needs and is proactive in offering help; maintains highly positive relations with colleagues, administration, and staff and will often play an effective role in improving relations among others; inspires respect and trust among members of the school community; strongly supports the SABIS Student Life Organization(R) and actively seeks opportunities to work with its staff; motivates students to participate in the SABIS Student Life Organization(R) and actively promotes its principles in and out of class; maintains a positive attitude even during particularly stressful times; volunteers to participate in school events making a substantial contribution to positive school morale; consistently follows instructions correctly and is proactive in following them; promptly responds to management direction and actively seeks opportunities to promote and lead others to do the same

Meets Requirements (3.00%)

Makes effort to motivate students to perform well; immediately recognizes and promptly responds to student needs; maintains very positive relations with colleagues, administration, and staff and has succeeded in winning their respect and trust; supports the SABIS Student Life Organization(R) and works well with its staff; encourages students to be active participants in SL activities; maintains a positive attitude and regularly participates in school events; follows instructions and promptly responds to management direction

Minimally Acceptable (2.00%)

Makes effort to motivate some students, but effort is not consistent and/or results are not forthcoming; maintains positive relations with most colleagues, administration, and staff; accepts the SABIS Student Life Organization(R) and helps when specifically asked; projects a positive attitude most of the time and is willing to participate in school events when asked; follows instructions most of the time, and responds to management direction with a few exceptions

Unsatisfactory (1.00%)

Does not make reasonable efforts to motivate students to improve performance; does not recognize student needs or does not respond to them promptly; does not maintain positive relations with colleagues, administration and/or staff; makes no attempts to encourage participation in Student Life or uphold its principles; attitude and demeanor are more negative than positive presenting a detriment to the school community; does not follow instructions or does not respond to management direction

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Commitment (4.00%)

Commitment w/AMS (4.00%) %

Demonstrates commitment to the organization; adheres to school policies and procedures; meets attendance and punctuality guidelines; demonstrates commitment to quality

Exceeds Requirements (4.00%)

Strongly supports and actively promotes the organization's goals and values; not only displays understanding of the SABIS® culture, but lives by it and actively promotes it; consistently adheres to school policies and procedures and promotes them to others impacting other employees positively; is exceptionally punctual and maintains an outstanding attendance record; work consistently demonstrates a high level of accuracy and thoroughness; is a role model for others because of commitment to excellence; is a leader in looking for ways to improve quality and promote it to other teachers in the school

Meets Requirements (3.00%)

Supports the organization's goals and values; displays understanding of the SABIS® culture and practices; consistently adheres to school policies and procedures; shows consistent dependability by beginning work on time and keeping absences to a minimum; quality of work is consistently accurate and thorough; displays a commitment to excellence and applies feedback to improve

Minimally Acceptable (2.00%)

Supports some of the organization's goals and values; displays some understanding of SABIS® culture and practices, but is inconsistent in applying the SABIS® culture and practices; usually adheres to school policies and procedures; generally keeps absences within the acceptable guidelines and is generally punctual, although improvement in this area needs to be addressed; is aware of the importance of accuracy and thoroughenss and attempts to improve the quality of work, improvement in this area should continue to be addressed

Unsatisfactory (1.00%)

Does not support the organization's goals and values; fails to display understanding of the SABIS® culture and practices; often fails to adhere to school policies and procedures; has an unacceptable number of absences or frequently fails to meet punctuality guidelines; work does not reflect adequate attention to accuracy and completeness; fails to apply much of the feedback given in order to improve

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Accountability (3.00%)

Accountability w/AMS (3.00%)   %

Meets set objectives; meets commitments especially when they impact others; takes responsibility for own actions; requires minimum supervision & direction; identifies problems promptly and offers alternative solutions; uses resources efficiently & effectively

Exceeds Requirements (4.00%)

Meets or exceeds set academic objectives; meets commitments whether or not they impact others, and is continually willing to pick up additional tasks that others may have failed to complete; earns the respect of others for holding self fully accountable for the consequences of own actions and actively seeks opportunities to act responsibly; performs extremely well with very little, if any, supervision or direction needed; assumes a leadership role in assisting others to fulfill their responsibilities; identifies problems promptly and offers appropriate alternative solutions; assists others in identifying problems and solutions; takes full advantage of available resources and tools and puts them to maximum use; helps others do the same

Meets Requirements (3.00%)

Consistently meets set academic objectives; meets commitments especially when they impact others; takes responsibility for own actions and accepts consequences; requires minimal amount of supervision and direction to fulfill responsibilities; identifies problems promptly and offers appropriate alternative solutions; uses resources efficiently and effectively

Minimally Acceptable (2.00%)

Generally meets set academic objectives; meets commitments especially when it impacts others, but improvement is needed; sometimes takes responsibility for own actions and accepts the resulting consequences; requires some supervision and direction; is slow to identify problems; accepts the problems when identified and attempts to offer alternative solutions; has some difficulty in effectively using the available resources

Unsatisfactory (1.00%)

Has not met the set academic objectives; frequently does not meet commitments even when they impact the work and schedules of others making it hard on colleagues who have to pick up additional work; appears unwilling to take responsibility for own actions or accept the resulting consequences; requires continual supervision and direction; shows no initiative to work on own; fails to identify problems; often denies that problems exist or is negative when problems are identified; is ineffective in using available resurces or does not seek to utilize resources

Competencies

Leadership/Team Management

Interpersonal Skills/Communication

Organization, Planning, Execution

Problem Solving and Follow up

Dependability