

Charter School Annual Staff Evaluation Form

Name:			
Position:	Grade Teacher	School Year:	2012/2013
Evaluation Date:		Evaluator:	

For Employees in their 1st-3rd years with ACS:

Informal observations	Dates Completed:
Mid-year Formal Observation	Date Completed:
End-year Formal Observation	Date Completed:

For Employees in their 3rd or more years with ACS:

Informal observations	Dates Completed:
End-year Formal Observation	Date Completed:

Informal Observations:

Objective: Periodic visits to the classroom, which, along with the employee's own performance assessment, contribute to an overall measure of employee performance and provide the basis for completing the annual staff evaluation form.

Professional Development: Please list and describe what you have done this school year.

Additional Responsibilities: (e.g. GB/SAC/PTO Rep, Committees, Coach, etc.) Please list and describe your role.

Performance Rating Scale

4 – Highly Effective 3 – Effective 2 – Partially Effective 1 – Ineffective
Performance Rating Definitions

4 – Highly Effective-Demonstrates a depth of understanding of the standard and consistently implements the descriptors of the standard with the priorities of cognitive engagement and effective teaching and learning.

3 – Effective- Clearly understands the concepts underlying the standard, consistently implements the descriptors of the standard with the priority of cognitive engagement

2 – Partially Effective-Appears to understand the concept underlying the standard and attempts to implement the standard. However implementation is sporadic, intermittent or otherwise not successful in the priority of either cognitive engagement or learning.

1 – Ineffective-The educator does not understand the concepts of the standard or the priorities and therefore lacks substantive implementation.

<u>Standard #1 – Professional Knowledge</u>	<u>Self Rating</u>	<u>Administrator Rating</u>
1a. Establishes a culture of high expectations for learning and achievement		
1b. Uses ACS curriculum, Common Core Standards and Core Knowledge content to design coherent lessons		
1c. Posts aligned lesson objectives, standards, and plans for demonstrations of learning (DOLs)		

Evidence: For a rating of 3 or 4, please attach or describe what you have done.

<u>Standard #2 – Instructional Planning</u>	<u>Self Rating</u>	<u>Administrator Rating</u>
2a. Focuses instruction using data		
2b. Uses a variety of assessment methods when designing classroom assessments		
2c. Involves students in assessing their own learning		

Evidence: For a rating of 3 or 4, please attach or describe what you have done.

<u>Standard #3 – Delivering Quality Instruction</u>	<u>Self Rating</u>	<u>Administrator Rating</u>
3a. Instructs bell to bell		
3b. Uses a variety of instructional strategies to focus instruction		
3c. Engages students in learning		
3d. Checks for student understanding		

3e. Delivers rigorous and relevant content		
3f. Integrates 21 st Century Skills in instruction		
3g. Provides feedback about student proficiency		

Evidence: For a rating of 3 or 4, please attach or describe what you have done.

<u>Standard #4 – Interventions to Meet Diverse Needs</u>	<u>Self Rating</u>	<u>Administrator Rating</u>
4a. Differentiates instruction based on student needs and backgrounds		
4b. Implements interventions with fidelity and adjusts interventions based on results		
4c. Adapts and modifies instruction for the unique needs of learners		

Evidence: For a rating of 3 or 4, please attach or describe what you have done.

<u>Standard #5 – Classroom Environment</u>	<u>Self Rating</u>	<u>Administrator Rating</u>
5a. Contributes to a safe and orderly learning environment		
5b. Uses effective classroom management procedures		
5c. Effectively manages student behavior		
5d. Promotes positive and respectful rapport		

Evidence: For a rating of 3 or 4, please attach or describe what you have done.

<u>Standard #6 – Professional Development</u>	<u>Self Rating</u>	<u>Administrator Rating</u>
6a. Understands own role and responsibility to implement the ACS Unified Improvement Plan (UIP)		
6b. Promotes collaboration and purposeful involvement		
6c. Continues Professional Growth		

Evidence: For a rating of 3 or 4, please attach or describe what you have done.

<u>Standard #7 – Professional Responsibilities</u>	<u>Self Rating</u>	<u>Administrator Rating</u>
7a. Adheres to federal laws, state education statutes and regulations, Governing Board policies, ACS Code of Conduct and Ethics		
7b. Demonstrates Professionalism		
7c. Effectively communicates and solves problems		

Evidence: For a rating of 3 or 4, please attach or describe what you have done.

Overall Comments and Reflection

Staff Comment and Reflection:

Administrator Comment and Reflection:

Goals required for Partially Effective

The administrator and the staff member have mutually constructed the following goals. They are intended to correct minor deficiencies and/or area of concerns OR enhance/maintain the performance of the teacher and will be linked to the evaluation.

1. Goal
2. Goal
3. Goal

The evaluation system and procedures do not create any contract of employment or employment for a definite term. The contents of the evaluation and the procedures followed are not grievable. However, if an employee disagrees with the content of the evaluation, he or she may prepare a written statement, which, if any remaining differences are not resolved between the employee and the evaluator, will be added as an attachment to the evaluation, and become a part of the employee's file.

Employee Signature

Date

Supervisor Signature

Date