



Professional Teaching Staff Performance Evaluation (25%)

Employee Name: _____ Years of Service: _____

Academy Name: _____ Subject/Grades: _____

Evaluator Name: _____ School Year: _____

Administrator: Please check the purpose for which this form is being used.

_____ Mid-semester performance evaluation for teachers in their first three years of teaching OR teachers rated minimally effective or ineffective on their last performance evaluation

_____ Mid-year evaluation

_____ Annual end of school year performance evaluation

Ratings

Each teacher must receive an effectiveness rating of highly effective, effective, minimally effective, or ineffective based on his or her score on the annual year end evaluation performed by the Principal or his/her designee.

4= Highly Effective

3= Effective

2= Minimally Effective

1= Ineffective

I: Philosophy of Education **(Learning Centered School Culture)**

Standard	4	3	2	1
Demonstrates consistency between educational program and practice.				

II: Learning and Development **(Accelerated Schools)**

Standard	4	3	2	1
Accelerates instruction to challenge students to reach their academic potential				
Uses a range of teaching strategies that adapt to students' intelligence, learning style, individual and specific needs.				

III: Respect for Individual and Cultural Characteristics **(Learning Centered Schools / Differentiated Instruction)**

Standard	4	3	2	1
Incorporates characteristics of the students and local community's culture into instructional strategies that support student learning.				
Demonstrates sensitivity to student behaviors that are characteristics of various cultures.				
Demonstrates respect for each student				
Uses citizenship, character education and current issues in the selection of instructional strategies, materials and resources.				

IV: Knowledge of Content Area **(Differentiated Instruction)**

Standard	4	3	2	1
Uses current principles, concepts and skills related to his/her content area in planning and delivering instruction.				
Planning and delivery of instruction follow the logical progression by which students gain mastery of the content area.				
Plans appropriate strategies to accurately assess the stage of the student's subject knowledge.				
Uses a wide variety of current instructional materials and resources that enhance and extend learning.				
Relates content area to other content areas and to life applications.				

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V: Creates and Maintains Learning Environment (Traditional Discipline / Code of Conduct / Character Education)

Standard	4	3	2	1
Creates and maintains a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.				
Instructional goals and activities, interactions and the classroom environment clearly convey high expectations for student achievement.				
Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students have the opportunity to learn free of disruption and fear.				
Standards of conduct are clear to all students and are consistently administered.				
Assists students in taking responsibility for their own learning.				

VI: Facilitates/ Monitor/Assesses Student Learning (Professional Learning Communities/Learning Centered Schools)

Standard	4	3	2	1
Effectively delivers the appropriate Academy curriculum, including GLCE's.				
Instructional groups are varied, based upon characteristics of students, appropriate to the different instructional goal(s).				
The lesson has a clearly defined structure around which activities are organized, and time allocations are reasonable.				
Effectively modifies delivery of instruction to meet individual education and Section 504 plans.				
Develops lesson plans which promote understanding, mastery and student achievement.				
Corrected homework is returned within a reasonable time period.				
Creates, selects, adapts and uses a variety of appropriate assessment strategies that reinforce student learning and assist students in reflecting on their own progress.				
Informs parents/guardians of student's lack of progress and/or difficulty in school in time to allow for intervention.				
Provides appropriate assistance to students.				
Consistently and accurately maintains up-to-date records (i.e. attendance, lesson plans, IEP's, grades, ISLP's).				
Uses information gained from assessments to adjust teaching practices, as appropriate.				
Uses Curriculum Crafter Tool and other technology to accelerate learning.				

VII: Teacher as a Partner with Family and Community (Earned Promotion/No Social Promotion/Learning Culture)

Standard	4	3	2	1
Promotes and maintains regular and meaningful communication with families regarding the instructional program, class expectations, student behavior and academic progress.				
Provides regular opportunities for feedback and responds to family concerns.				
Provides information to families about how to assist and enhance student learning.				
Participates in school-wide efforts to communicate with the broader community.				
Provides information and opportunities for families to participate in setting and monitoring student learning goals, as needed.				
Recognizes and shares responsibility to attract and keep students.				

Please continue to the next page.

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Comments:

Teacher Effectiveness Rating on Teaching Performance: (check one)

- _____ **Highly Effective (4)**
- _____ **Effective (3)**
- _____ **Minimally Effective (2)**
- _____ **Ineffective (1)**

Contribution to School Improvement (25%)

Standard	4	3	2	1
Demonstrates professional behavior and abides by CSA and Academy Board Policies.				
Complies with Federal and State laws and regulations as well as CSA, Board and building policies, procedures and rules.				
Pursues assignment related or employer requested professional development				
Actively participates in Professional Learning Community meetings and follow-up				
Participates in grade level, team, and departmental meetings				
Contributes to achievement of School Improvement Plan objectives				
Works cooperatively to maintain a safe, orderly and disciplined school environment				
Works cooperatively with school staff to promote a positive environment				
Provides instructional leadership through opportunities such as mentoring peers, tutoring students and school leadership opportunities				
Use school data to improve instructional program (teacher attendance, parental involvement, re-enrollment of students, pupil attendance, school community relations, parent survey results, student survey results)				
Comments				

Total Effectiveness Rating on Contribution to School Improvement (check one):

- _____ **Highly Effective (4)**
- _____ **Effective (3)**
- _____ **Minimally Effective (2)**
- _____ **Ineffective (1)**

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Achievement Data (50%)

Standard	4	3	2	1
Scantron				
Students achieving 1.3-1.6 years growth in Reading				
Students achieving 1.3-1.6 years growth in Math				
MEAP				
MEAP -Grades 3-8 - Building average of Reading and Math				
MME/ACT/Plan/Explore -Grades 9-12				
Other Measures				

Total Effectiveness Rating on Contribution to School Improvement (check one):

- Highly Effective (4)**
- Effective (3)**
- Minimally Effective (2)**
- Ineffective (1)**

Teacher Evaluation Year-End Scorecard

Metrics	4	3	2	1
Achievement Data – 50%				
Professional Teaching Staff Performance Appraisal – 25%				
Contribution to School Improvement – 25%				
Total Evaluation Rating				

Evaluator Signature

Date

Employee Signature**

Date

**Signature does not constitute endorsement of the appraisal, but indicates that the appraisal has been reviewed and discussed. Additional sheets may be attached by the evaluator or the evaluatee who desire to make a comment.

DISTRIBUTION: CHOICE=Personnel File=Original Evaluatee= Copy Evaluator=Copy

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