



MWA 23-24 Teacher Evaluation

Teacher:
Department/ Subject:
Leadership/ Extracurricular Positions:

School Year:
Evaluation Meeting Dates:

Purpose

MWA's performance evaluation is a culmination of ongoing dialogue between supervisors and their teachers that is designed to improve professional practice, recognize and promote exemplary performance, and identify areas of growth in order to set goals and objectives for the year. An important part of the review process is the evaluation meeting. This performance evaluation form serves as written documentation that the meeting took place and of what was discussed. Once completed, the original forms become part of the employee's personnel file in the Office of Human Resources.

Notes: The most effective performance evaluation is a continuing process throughout the year. MWA encourages frequent informal and formal meetings so job expectations are transparent and understood. *The following rubric was adapted from the TNTP Core Teaching Rubric (CC BY-NC 4.0).*

The TNTP Core Teaching Rubric is used to describe and assess teacher performance across **five performance areas**:

- **Culture of Learning**: Are all students engaged in the work of the lesson from start to finish?
 - **Essential Content**: Are all students engaged in content aligned to the appropriate standards for their subject and grade?
 - **Academic Ownership**: Are all students responsible for doing the thinking in this classroom?
 - **Demonstration of Learning**: Do all students demonstrate that they are learning?
 - **Professional Responsibilities**: Do I attend required meetings, communicate professionally, and meet deadlines?
- The current selection of teacher actions and skills was developed based on TNTP's experience training and developing teachers. Observers and teachers should be flexible in adding and adjusting the *Core Teacher Skills* and are welcome to add evidence through attachments or by hyperlinking to the "Evidence" and "Additional Notes" spaces after each rubric section.
- The "Skillful" rating should be reserved for teachers demonstrating truly exceptional practice. A teacher rated "Skillful" is meeting all performance expectations. ("Skillful" descriptors were based on teachers who have won TNTP's national *Fishman Prize for Superlative Classroom Practice*.)

Steps in the Evaluation Process

- All staff are evaluated on “Professional Responsibilities” by their supervisor.
- Coaches and supervisors calibrate on ratings for all domains (except Professional Responsibilities) through initial informal observations; supervisors and coaches use the “Evidence” and “Additional Notes” sections to record or hyperlink evidence or next steps for each domain. Teachers may also add their own evidence.
- Teachers and coaches identify Core Teacher Skill(s) to focus on, and set, or revise previous, goals in order to improve one or more levels by the end of the evaluation cycle (e.g., “By April of 2023, teacher will move from a 2 “Minimally Effective” to a 3 “Developing” in the *Culture of Learning performance area*).
- Coaches and/ or supervisors then conduct observation and debrief cycles with the teacher and provide specific feedback to help improve their practice and, ultimately, reach their goals.

Cycle 1 by October 31, '23	Cycle 2 by January 31, '24	Cycle 3 by April 30, '24
<ul style="list-style-type: none"> • Faculty are introduced to the evaluation process. • Staff ask and answer questions about the rubric. • ILT Coaches conduct informal observations and walkthroughs • After the first formal observation and evaluation meeting coaches and teachers collaborate to refine SMARTER goals based on initial supervisor ratings. • Staff receive snapshot data on professional responsibilities data points. 	<ul style="list-style-type: none"> • Evaluate progress toward priority goals. • Staff receive snapshot data on coaching goals. • Staff receive snapshot data on professional responsibilities data points. • Mid-year: observation looking at the entire period, formal feedback (25%) 	<ul style="list-style-type: none"> • Coach gives feedback on coaching goal(s). • Staff receive snapshot data on coaching goals. • Staff receive snapshot data on professional responsibilities data points. • Supervisor gives feedback on professional responsibilities. <p>1-2 informal, feedback, pd, final formal feedback (50%)</p>

CULTURE OF LEARNING Are all students engaged in the work of the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
1	1	1	1	1
<p>Very few or no students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines, expectations and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines, expectations, and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines, expectations, and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.</p>	<p>All or almost all students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines, expectations, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p><i>1. Students can articulate the purpose of and assume responsibility for routines, expectations, & procedures and execute them in an orderly, efficient and self directed manner, requiring no direction or narration from the teacher.</i></p> <p><i>2. Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</i></p>
Evidence	•			
Additional Notes (optional)	•			

Core Teacher Skills for Culture of Learning

Maintaining High Behavior Expectations

- Creating a culture of positive interdependence through shared goals and experiences of collective success.
- Providing specific, concrete, sequential, and observable directions for behavior and academics.
- Redirecting students who lose focus immediately and in a way that does not slow or disrupt lesson momentum.
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior and/ or using voice and presence to maintain engagement and convey caring for students.
- Investing time in knowing individual students and in forming relationships to best support their learning.
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students.

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons.
- Using efficient routines and procedures.
- Responding to student requests without interrupting instruction.
- Planning for and providing work for students to “say yes to” and using strategies to maintain a quick pace throughout the lesson.

ESSENTIAL CONTENT Are all students engaged in content aligned to the appropriate standards for their subject and grade?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
1	1	1	1	1
<p>The lesson does not focus on content that advances students toward grade level standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s), 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>All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p><i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i></p> <ol style="list-style-type: none"> <i>Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.</i> <i>Students independently connect lesson content to real-world situations.</i>
Evidence	•			
Additional Notes (optional)	•			

Core Teacher Skills for Essential Content

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course.
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson.
- Delivering lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students.
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course.
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards.
- Developing and providing the necessary scaffolds and supports as needed to ensure all students are able to attain learning goals.
- Considering students' language development, literacy levels, and/or IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
- Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.

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.

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

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
1	1	1	1	1
<p>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.</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Very few or no students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>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.</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most 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. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all 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. The teacher rarely finishes any of the cognitive work that students could own.</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Students respond to and build on their peers' thinking, ideas or answers. 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 the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <ol style="list-style-type: none"> <i>Students synthesize diverse perspectives or points of view during the lesson.</i> <i>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</i>
Evidence	•			
Additional Notes (optional)	•			

Core Teacher Skills for Academic Ownership

Maintaining High Academic Expectations

- Promoting the persistence of students to get correct, defended responses.
- Using an appropriate tone (warm, kind, direct) when responding to student answers.
- Requiring that students use complete sentences, correct grammar and academic language.

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson.
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking.
- Providing opportunities for students to respond to and build on their peers' ideas.
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills.
- Providing individualized instruction so that all students can access content and participate in the class.

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

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
1	1	1	1	1
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <ol style="list-style-type: none"> <i>1. Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.</i> <i>2. Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</i> <i>3. Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</i>
Evidence	•			
Additional Notes (optional)	•			

Core Teacher Skills for *Demonstration of Learning*

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s).
- Using explanations of content that are clear, coherent and support student understanding of content.
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support.
- Providing choices for how students engage in content.

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g., during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson).
- Developing and/or using informal and formal assessments that yield usable data on students' progress toward grade-level standards.

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective and clarifies misunderstood content.
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding.

Note to observers: Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling.

PROFESSIONAL RESPONSIBILITIES Do I attend required meetings, turn in deliverables, communicate professionally, and meet deadlines?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
1	1	1	1	1
<p>Rarely or minimally attends workdays, morning huddles, all designated team meetings, assigned supervision duties and (3) Saturday workdays.</p> <p>Rarely or minimally communicates in a timely and professionally responsible manner.</p> <p>Rarely or minimally meets professional deadlines.</p> <p>Rarely or minimally submits for: Syllabus, WAAGS, Unit Plans, IEP Teacher Input, IEP Attendance</p> <p>Rarely communicates with parents/guardians.</p> <p>Gradebook is rarely up to date.</p>	<p>Sometimes attends workdays, morning huddles, all designated team meetings, assigned supervision duties and (3) Saturday workdays.</p> <p>Sometimes communicates in a timely and professionally responsible manner.</p> <p>Sometimes meets professional deadlines.</p> <p>Sometimes submits for: Syllabus, WAAGS, Unit Plans, IEP Teacher Input, IEP Attendance</p> <p>Sometimes communicates with parents/guardians.</p> <p>Gradebook is sometimes up to date (evaluated during audits).</p>	<p>Mostly attends workdays, morning huddles, all designated team meetings, assigned supervision duties and (3) Saturday workdays.</p> <p>Mostly communicates in a timely and professionally responsible manner.</p> <p>Mostly meets professional deadlines.</p> <p>Sometimes or consistently late submissions of Syllabus, WAAGS, Unit Plans</p> <p>Sometimes or consistently communicates with parents/guardians.</p> <p>Gradebook is consistently, but not always, up to date (evaluated during audits).</p>	<p>Always or almost always attends workdays, morning huddles, instructional meetings, meetings, all designated team meetings, assigned supervision duties and (3) Saturday workdays.</p> <p>Always or almost always communicates in a timely and professionally responsible manner.</p> <p>Always or almost always meets professional deadlines.</p> <p>Always has timely submissions of Syllabus, WAAGS, Unit Plans</p> <p>Gradebook is always up to date (evaluated during audits).</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p><i>1. Supports others in attending meetings, all designated team meetings, assigned supervision duties and (3) Saturday workdays.</i></p> <p><i>2. Supports others in communicating professionally.</i></p> <p><i>3. Supports others in meeting professional deadlines</i></p> <p><i>4. Supports others to have timely submissions of Syllabus, WAAGS, Unit Plans.</i></p> <p><i>5. Supports others to have consistently updated gradebooks (evaluated during audits).</i></p>
Evidence	•			
Additional Notes (optional)	•			

Core Teacher Skills for Professional Responsibilities

Attends Required Meetings, Events, & Workdays:

- Attends Work Daily
- Attends Morning Huddle
- Attends Professional Development Meetings
- Attends Grade-Level & Content Team Meetings
- Attends IEPs, 504s and SSTs when requested
- Attends other meetings as required by supervisor

Communicates in a Timely & Responsible Manner:

- Requests Planned Time Off (PTO - Personal, Unpaid, Sick, etc.) two weeks in advance
 - In the case of emergencies, requests time off ahead of time (minimum of 2 hours in advance)
 - Submits PTO request in Kronos in a timely manner
- Shares Sub Lesson Plans in advance
- Reads and responds to communication in a timely manner (Email, Slack, Phone)

Meeting Professional Deadlines:

- Syllabus, WAAGS, Substitute Plans
- Progress Reports & Report Cards
- Scope and Sequence
- Unit Plans
- Updates Gradebooks (Canvas/PowerSchool)

Core Teaching Rubric Domains	<ul style="list-style-type: none">•
Growth Goal(s) for AY 2023-24	<ul style="list-style-type: none">•
Evidence of Growth Goal Achievement	<ul style="list-style-type: none">•
Evidence of Professional Responsibilities	<ul style="list-style-type: none">•
Final Comments (supervisor)	<ul style="list-style-type: none"><input type="checkbox"/> Growth Goal(s) Met<input type="checkbox"/> Growth Goals Partially Met<input type="checkbox"/> Growth Goals Not Met

DOMAINS	Cycle 1	Cycle 2	Cycle 3	Average Final Points
Culture of Learning	_ / 5	_ / 5	_ / 5	_ / 5
Essential Content	_ / 5	_ / 5	_ / 5	_ / 5
Academic Ownership	_ / 5	_ / 5	_ / 5	_ / 5
Demonstration of Learning	_ / 5	_ / 5	_ / 5	_ / 5
Professional Responsibility	_ / 5	_ / 5	_ / 5	_ / 5
Total Score:	_ / 25	_ / 25	_ / 25	_ / 25

DOMAINS Overall Ratings				
Ineffective	Minimally Effective	Developing	Proficient	Skillful
1-7	8-13	14-17	18-22	23-25

Faculty Member Name: _____

Supervisor Name _____

Faculty Member Signature: _____

Supervisor Signature _____

Date: _____

Self Evaluation Questions to Consider

1. Please share some professional responsibility or instructional highlights from the year that you are particularly proud of.
2. Please share one professional responsibility or instructional challenge you faced this year.
3. What is one goal or area of growth/improvement you would like to focus on for next school year?