

# Landmark Academy

## Educator Evaluation Process

New Teachers, 2 years or less, will receive a mid-year and year-end evaluation.

Teachers rated ineffective or minimally effective, according to their most recent Educator Evaluation, will receive a mid-year and year-end evaluation.

New Teachers and Teachers rated ineffective or minimally effective will receive multiple observations each semester.

Teachers 3 years or more will receive at least one observation and a year-end evaluation.

Teachers rated effective or highly effective will receive at least one observation and a year-end evaluation.



# Landmark Academy

## Educator Evaluation Tool – 2011/12

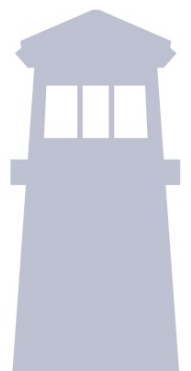
This is your evaluation tool. These deliverables align with our school-wide goals. You will be responsible for completing this evaluation throughout the school year and using this document to lead your mid-year and end of the year evaluations.

*The data portion of your evaluation will equal 45% of your total evaluation.*

- *5% MEAP/ACT Educational Planning Assessment System*
- *10% TerraNova, Common Assessments, DRA, DIBELS, and Rtl assessment*
- *30% Other measurements (e.g. - checklists, evidence of 4-Essential Coaching Skills, student portfolio examples, guided reading activity or lesson examples, reading comprehension lesson or activity examples)*

*The remaining 55% is a combination of the remaining sections of the evaluation.*

- *Positive Behavior Support (PBS) and communication*
- *Character education/7 Habits*
- *Customer service*
- *Meeting and collaboration with your team, team behavior checklists*
- *Compliance with handbooks and policies*



**Educator's Name:** \_\_\_\_\_

**Academic School Improvement Goals**

1. Reading- All 3rd through 12th grades will increase reading comprehension proficiency by 5 percentage points by June 2012 on the MEAP and ACT Educational Planning Assessment System. 95% of elementary students will improve DRA scores (K through 5) by one grade level by June 2012.

What are you doing to meet goal #1?

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Mid Year Comments –

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Year End Comments -

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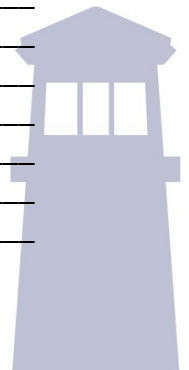
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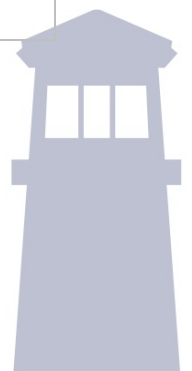


### **Mid-Year Data**

Percentage	Criteria	Beginning	Middle	End
5	MEAP, ACT, MME, Plan & Explore			
10	DRA Scores (2 <sup>nd</sup> – 5 <sup>th</sup> grades only) DIBELS (K – 2 <sup>nd</sup> only) Common Assessments RTI Assessments & Progress Monitoring			
30	Other Measurements: (e.g. - checklists, evidence of 4-Essential Coaching Skills, student portfolio examples, guided reading activity or lesson examples, reading comprehension lesson or activity examples)			

### **Year End Data**

Percentage	Criteria	Beginning	Middle	End
5	MEAP, ACT, MME, Plan & Explore			
10	DRA Scores (2 <sup>nd</sup> – 5 <sup>th</sup> grades only) DIBELS (K – 2 <sup>nd</sup> only) Common Assessments RTI Assessments & Progress Monitoring			
30	Other Measurements: (e.g. - checklists, evidence of 4-Essential Coaching Skills, student portfolio examples, guided reading activity or lesson examples, reading comprehension lesson or activity examples)			



2. Writing- All grades will increase their writing proficiency: 5 percentage points for Middle School students and 10 percentage points for elementary and high school students by June 2012 as measured by building grade level common assessments.

What are you doing to meet goal #2?

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Mid Year Comments –

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Year End Comments -

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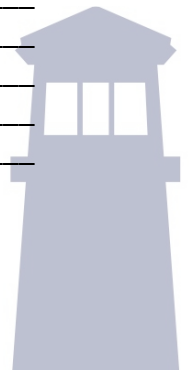
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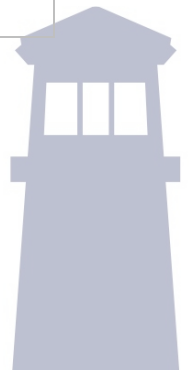


**Mid-Year Data**

Percentage	Criteria	Beginning	Middle	End
5	MEAP, ACT, MME, Plan & Explore			
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30	Other Measurements: (e.g. - checklists, evidence of 4-Essential Coaching Skills, student portfolio examples, guided reading activity or lesson examples, reading comprehension lesson or activity examples)			

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30	Other Measurements: (e.g. - checklists, evidence of 4-Essential Coaching Skills, student portfolio examples, guided reading activity or lesson examples, reading comprehension lesson or activity examples)			



3. All grades K-8 will increase math proficiency by 5 percentage points in the area of number and operations by June 2012 as measured by the MEAP, TerraNova, and Common Grade Level Assessments. Additionally, all grades 7-11 will increase math proficiency by 5 percentage points in the area of algebra skills by June 2012 as measured by the MEAP, TerraNova, and Common Grade Level Assessments.

What are you doing to meet goal #3?

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Year End Comments -

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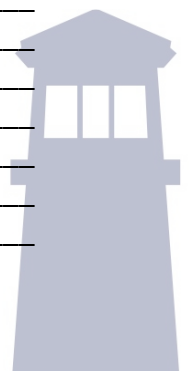
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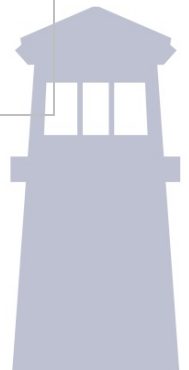


**Mid-Year Data**

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**Year End Data**

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30	Other Measurements: (e.g. - checklists, evidence of 4-Essential Coaching Skills, student portfolio examples, guided reading activity or lesson examples, reading comprehension lesson or activity examples)			



***Curriculum/Subject/Team Meetings:***

I have planned/collaborated, cross-curricular, on a monthly basis.

\*Give two examples of lessons that have come from these meetings.

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***Grade/Subject Team Meetings:***

I have actively attended and engaged in two grade level meetings each month.

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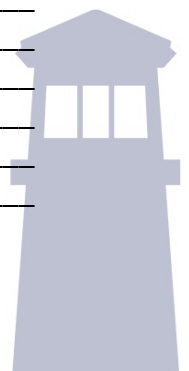
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**Continue to improve internal and external communication to achieve increased positive experiences (and decrease negative experiences) between parents and staff and with the community at large.**

I have provided positive communication to my parents multiple times on a regular basis, excluding Skyward. (please provide evidence).

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I have communicated weekly with my Teacher Assistant to discuss their performance and classroom progress. (please provide evidence)

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Give an update on your Event/Committee progress.

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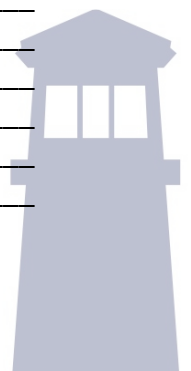
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**PBS (Positive Behavior Support) will be employed, at a Period 3 level, to respond to student disruptions, increase “on task” learning, and develop sustainable relationships with our parents and co-workers.**

I have used Positive Behavior Support (PBS) methods to address misaligned student behavior. (provide evidence)

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I have used Positive Behavior Support (PBS) methods to address parent questions and concerns. (provide evidence)

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I have met with Tom or Jamie this year on the following dates to discuss:

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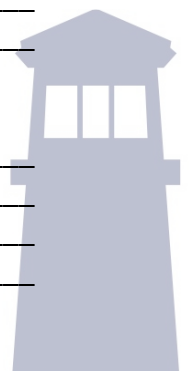
I have incorporated the 7 Habits into my daily lesson plans. (provide evidence)

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**QUICK GLANCE DATA**

Percentage	Criteria	Beginning	Middle	End
5	MEAP, ACT, MME, Plan & Explore			
10	DRA Scores (2 <sup>nd</sup> – 5 <sup>th</sup> grades only) DIBELS (K – 2 <sup>nd</sup> only) Common Assessments RTI Assessments & Progress Monitoring			
30	Other Measurements: (e.g. - checklists, evidence of 4-Essential Coaching Skills, student portfolio examples, guided reading activity or lesson examples, reading comprehension lesson or activity examples)			
55	PBS, Customer Service, Team Behavior Checklist, Character Education / Seven Habits Meeting, Compliance, Policies, Communication			

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

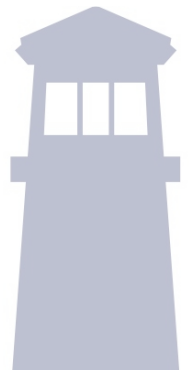
Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Leadership Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## A. School Improvement Goals/Student growth

Element/ Proficiency	Ineffective	Minimally Effective	Effective	Highly Effective
<b>Demonstrates Appropriate Student Achievement</b>	<input type="checkbox"/> produces little to no data to support appropriate student achievement within their classroom	<input type="checkbox"/> can present limited data that demonstrates student achievement within their classroom	<input type="checkbox"/> presents a variety of data sources (i.e. local, state, and/or national) in order to demonstrate appropriate student achievement within their classroom	<input type="checkbox"/> presents multiple data sources (i.e. local, state, and/or national) that demonstrate student growth that would be beyond typical
<b>Demonstrates Measurable and Significant Academic Growth</b>	<input type="checkbox"/> unable to produce data to support significant academic growth of students within their classroom	<input type="checkbox"/> can present limited data that demonstrates significant growth of students within their classroom	<input type="checkbox"/> presents a variety of data sources (i.e. local, state, and/or national) in order to demonstrate significant academic growth of students within their classroom	<input type="checkbox"/> presents multiple data sources (i.e. local, state, and/or national) that demonstrate student growth that would be beyond typical
<b>Uses Data to Modify Instruction and Assessments</b>	<input type="checkbox"/> unable to demonstrate how data was used to modify instruction to meet student learning needs	<input type="checkbox"/> can present limited examples that show how data was used to modify instruction to meet student learning needs	<input type="checkbox"/> able to demonstrate how data was used to modify instruction to meet student learning needs	<input type="checkbox"/> demonstrates in multiple ways how data was used to modify instruction to meet student learning needs
<b>Student Participation</b>	<input type="checkbox"/> questions are geared to lower level thinking <input type="checkbox"/> students participate in the discussion inappropriately <input type="checkbox"/> response time is not provided adequately <input type="checkbox"/> limited number of students participating <input type="checkbox"/> does not recognize students who are not actively learning	<input type="checkbox"/> questions indicate an attempt to engage students in discussion and some are geared toward higher-level thinking <input type="checkbox"/> students participate in the discussion when directed <input type="checkbox"/> response time is provided inconsistently	<input type="checkbox"/> questions facilitate higher-level discussion <input type="checkbox"/> students are actively engage in learning <input type="checkbox"/> response time is provided adequately for most students <input type="checkbox"/> system for engaging all students	<input type="checkbox"/> questions facilitate higher-level discussion where students seek to engage entire class <input type="checkbox"/> students occasionally lead discussion, where appropriate <input type="checkbox"/> adequate opportunity is available for all students to respond
<b>Student Engagement</b>	<input type="checkbox"/> students are not actively engaged <input type="checkbox"/> checklists or agendas are inappropriate for students or instructional goals <input type="checkbox"/> inconsistent expectations for varying learning abilities	<input type="checkbox"/> students are only productive when teacher is involved <input type="checkbox"/> checklists or agendas are partially organized or partially appropriate for students or instructional goals	<input type="checkbox"/> majority of students are engaged at all times <input type="checkbox"/> checklists and agendas are organized and fully appropriate for students or instructional goals <input type="checkbox"/> expectations are consistent for all learning abilities	<input type="checkbox"/> students are actively engaged <input type="checkbox"/> checklist and/or agenda is fully appropriate for students and instructional goals <input type="checkbox"/> students assume responsibility for productivity and given choice in selection of assignments/projects
<b>Activities and Assignments</b>	<input type="checkbox"/> are not suitable to students or instructional goals <input type="checkbox"/> do not follow an organized progression (4 Period) <input type="checkbox"/> no variation of activities	<input type="checkbox"/> are minimally suitable to students or instructional goals <input type="checkbox"/> follow a roughly organized progression (4 Period) <input type="checkbox"/> limited or misuse of activities	<input type="checkbox"/> are suitable to most students and instructional goals <input type="checkbox"/> follow a thoroughly organized progression (4 Period) <input type="checkbox"/> introduces new information in small segments (period 1) <input type="checkbox"/> appropriate variation of activities	<input type="checkbox"/> are highly relevant to students and instructional goals <input type="checkbox"/> encourage student initiation or adaption of activities/projects to enhance their understanding <input type="checkbox"/> highly engaging activities
<b>Group Agreement</b>	<input type="checkbox"/> group agreement does not appear to be formed with class(es) <input type="checkbox"/> students are confused about expectations of the classroom	<input type="checkbox"/> group agreement has been established <input type="checkbox"/> majority of the students understand the group agreement and expectations of the classroom <input type="checkbox"/> some language of the group agreement is stated in the negative	<input type="checkbox"/> group agreement has been established <input type="checkbox"/> group agreement and expectations of the classroom are clear to all students <input type="checkbox"/> group agreement includes teacher and student needs <input type="checkbox"/> group agreement points are stated in the positive	<input type="checkbox"/> group agreement and expectations of the classroom are clear to all students <input type="checkbox"/> group agreement includes teacher and student needs and are stated in the positive <input type="checkbox"/> communication skills are taught regularly and clarifications are made when misunderstanding occurs
<b>Flexibility and Responsiveness</b>	<input type="checkbox"/> adheres rigidly to lesson plan, even when feedback indicates changes are necessary <input type="checkbox"/> gives up or blames the student or the environment for student's lack of success	<input type="checkbox"/> attempts to adjust lesson with mixed results <input type="checkbox"/> accepts responsibility for the success of all students <input type="checkbox"/> has a limited repertoire of instructional strategies to use	<input type="checkbox"/> makes minor adjustments effectively <input type="checkbox"/> persists in seeking myriad approaches for students <input type="checkbox"/> possesses an adequate repertoire of instructional strategies	<input type="checkbox"/> adapts instruction continually and spontaneously <input type="checkbox"/> persists in seeking effective approaches for students as individuals <input type="checkbox"/> employs strategies for increasing metacognition

## B. Internal and External Communication

Element/ Proficiency	Ineffective	Minimally Effective	Effective	Highly Effective
<b>Service to Families</b>	<input type="checkbox"/> provides little information about curriculum or students' progress to families <input type="checkbox"/> responds insensitively to parents <input type="checkbox"/> makes no attempt to engage families in instructional program	<input type="checkbox"/> provides basic information about curriculum or students' progress only as needed <input type="checkbox"/> responds to parent concerns minimally <input type="checkbox"/> makes modest attempts to engage families in instructional program	<input type="checkbox"/> provides frequent information about curriculum or students' progress <input type="checkbox"/> is available to respond to parent concerns <input type="checkbox"/> makes modest attempts to engage families in instructional program	<input type="checkbox"/> encourages students to be responsible for preparing materials and contributing ideas for projects that enhance family involvement <input type="checkbox"/> responds to parent concerns with sensitivity, confidentially, and in a timely manner (24 hours)
<b>Service to Landmark</b>	<input type="checkbox"/> time is lost in non-instructional duties <input type="checkbox"/> teacher avoids involvement with school activities <input type="checkbox"/> relationships with colleagues are negative or self-serving <input type="checkbox"/> volunteers and instructional support staff have no clearly defined duties or do nothing most of the time	<input type="checkbox"/> loss of time in non-instructional duties is minimal <input type="checkbox"/> participation in school events occurs only when requested <input type="checkbox"/> cordial relationships with colleagues are maintained <input type="checkbox"/> volunteers and instructional support staff are productively engaged during portions of time, but require frequent supervision	<input type="checkbox"/> time for non-instructional duties is well spent <input type="checkbox"/> participates in school events and provides support and assistance for colleagues <input type="checkbox"/> volunteers and instructional support staff are productively and independently engaged during the entire class	<input type="checkbox"/> students assume considerable responsibility for efficient operation <input type="checkbox"/> assumes a leadership role in school events and provides support and assistance for colleagues <input type="checkbox"/> volunteers and instructional support staff make a substantive contribution to the classroom environment
<b>Work Successfully and positively with others</b>	<input type="checkbox"/> Inconsistently treats others with respect and does not show a consistent commitment to internal and external customer service	<input type="checkbox"/> Treats others with respect and shows a commitment to internal and external customer service	<input type="checkbox"/> Demonstrates an understanding and appreciation of the contributions of people and shows a strong commitment to good internal and external customer service	<input type="checkbox"/> Uses the unique contributions of others to effectively work on teams and displays a strong commitment to good internal and external customer service
<b>Oral and Written Language</b>	<input type="checkbox"/> spoken language is inaudible <input type="checkbox"/> written language is illegible <input type="checkbox"/> spoken or written language contains many grammar and syntax errors	<input type="checkbox"/> spoken language is audible <input type="checkbox"/> written language is legible <input type="checkbox"/> spoken or written language contains occasional grammar and syntax errors	<input type="checkbox"/> spoken and written language is clear and correct	<input type="checkbox"/> spoken and written language is articulate and expressive

### C. Positive Behavior Support

Element/ Proficiency	Ineffective	Minimally Effective	Effective	Highly Effective
<b>Interaction with Students</b>	<input type="checkbox"/> interact with at least some students is negative and demeaning <input type="checkbox"/> interaction is inappropriate <input type="checkbox"/> students' questions or interests are disregarded <input type="checkbox"/> students exhibit disrespect for teacher	<input type="checkbox"/> interactions with students are generally appropriate, but may reflect occasional inconsistencies	<input type="checkbox"/> interactions are friendly and demonstrate general warmth, caring and respect <input type="checkbox"/> interactions are appropriate <input type="checkbox"/> students exhibit respect for teacher <input type="checkbox"/> acknowledges Positive Behavior Support and follows procedures consistently and fairly	<input type="checkbox"/> interactions demonstrate genuine caring and respect for individual students <input type="checkbox"/> successfully accommodates student questions, needs, and interests <input type="checkbox"/> uses Positive Behavior Support and follows procedures consistently and fairly
<b>Student Interaction</b>	<input type="checkbox"/> interactions demonstrate negative behavior toward one another	<input type="checkbox"/> interactions do not demonstrate negative behavior toward one another	<input type="checkbox"/> interactions are generally polite and respectful	<input type="checkbox"/> interactions demonstrate genuine caring for one another as individuals and as students
<b>Monitoring and Response to Student Behavior</b>	<input type="checkbox"/> is unaware of student actions <input type="checkbox"/> responds inappropriately to student behavior	<input type="checkbox"/> may miss the activities of some students <input type="checkbox"/> responds inconsistently	<input type="checkbox"/> is alert to student behavior <input type="checkbox"/> response is respectful and employs PBS strategies	<input type="checkbox"/> is proactive <input type="checkbox"/> response is highly effective and sensitive to individual needs
<b>Service to Students</b>	<input type="checkbox"/> is not attentive to students' needs <input type="checkbox"/> makes decisions based on self-serving interests	<input type="checkbox"/> is limited in meeting students' needs <input type="checkbox"/> works within a team to ensure that some students receive fair opportunity to succeed	<input type="checkbox"/> is active in serving students to meet needs <input type="checkbox"/> works within a team to ensure that all students receive fair opportunity to succeed	<input type="checkbox"/> is highly proactive in serving students to meet needs in the classroom <input type="checkbox"/> makes effort to ensure that students are successful and honored in the school <input type="checkbox"/> takes a leadership role in decision making within the team

**D. Alignment with values and mission**

<b>Element/ Proficiency</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Maintain confidentiality</b>	<input type="checkbox"/> Does not or inconsistently follows handbooks related to confidentiality and privacy of verbal, written, and electronic communication		<input type="checkbox"/> demonstrates the ability to determine when, where, and with whom it is legal and appropriate to share information	
<b>Core Values</b>	<input type="checkbox"/> Does not or inconsistently align with Summit's and Landmark's Core Values		<input type="checkbox"/> consistently aligns with Summit's and Landmark's Core Values	
<b>Team Behavior</b>	<input type="checkbox"/> Does not or inconsistently align with the team behavior checklist		<input type="checkbox"/> consistently aligns with the team behavior checklist	
<b>Summit Employee and Landmark Teacher Handbooks</b>	<input type="checkbox"/> Does not or inconsistently comply(ies) with the Employee and Teacher handbooks		<input type="checkbox"/> complies with the Employee and Teacher handbooks	