



ALGONAC COMMUNITY SCHOOLS

Teacher Evaluation Template

Teacher Name:

Date:

Evaluator:

Subject/Grade Observed:

Tenure Status:

Observation #:

CATEGORY #1: CLASSROOM ORGANIZATION AND MANAGEMENT

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
MANAGING CLASSROOM PROCEDURES	The teacher does not establish routines for managing student groups, supplies, equipment, or transitions resulting in loss of significant instructional time.	The teacher establishes few routines for managing student groups, supplies, equipment, or transitions resulting in loss of some instructional time.	Classroom routines and procedures have been established and function smoothly with little or no loss of instruction time.	Classroom routines and procedures transition smoothly in their operation and students demonstrate knowledge of classroom procedures.
CREATING A SAFE CLASSROOM ENVIRONMENT	The teacher makes poor use of the physical environment resulting in unsafe or inaccessible conditions for a majority of their students.	The teacher's management of the physical environment results in unsafe or inaccessible conditions for some students.	The teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well.	The teacher's classroom is safe, and students contribute to ensuring the safety of the physical environment.
MANAGING STUDENT BEHAVIOR	The teacher habitually fails to: 1. Establish clear expectations and classroom rules. 2. Monitor and respond to disruptive behavior.	The teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are sporadic and inconsistently successful.	The teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher has established clear expectations and rules that can be observed by student participation and monitoring of behavior. Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual student needs.
CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT	Classroom interactions are consistently negative and inappropriate. The environment restricts students from taking academic risks and participating.	Classroom interactions are generally appropriate and conflict free.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students. Students are willing to take academic risks and participate.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students maintain high levels of civility. Students take academic risks and actively participate, encourage and support others.

Administrator Comments:

CATEGORY #2: METHODS OF INSTRUCTION

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
ENGAGING STUDENTS IN LEARNING	<p>Students are consistently intellectually disengaged from significant learning, as a result of:</p> <ol style="list-style-type: none"> 1. Inappropriate activities or materials 2. Inadequate delivery of content 3. Lack of lesson structure. 	<p>Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.</p>	<p>Students are intellectually engaged throughout the lesson with appropriate activities and materials, adequate delivery of content and suitable structure and pacing of the lesson.</p>	<p>Students are highly engaged throughout the lesson and make contributions to the content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.</p>
PROVIDING FEEDBACK TO STUDENTS	<p>The teacher's feedback to student responses/work is consistently of poor quality and/or is not given in a timely manner.</p>	<p>Teacher's feedback to student responses/work is uneven, and its timeliness is inconsistent.</p>	<p>The teacher's feedback to student responses/work is timely and of consistently high quality.</p>	<p>The teacher's feedback to student responses/work is timely and consistently high quality. Students are accountable for using the feedback in their learning.</p>
DIFFERENTIATING INSTRUCTION	<p>The teacher routinely adheres to a simplistic instructional plan in spite of evidence of poor student understanding or of student's lack of interest. The teacher assumes no responsibility for students' failure to understand.</p>	<p>The teacher is slow to adjust instructional plans to combat poor student understanding or lack of interest.</p>	<p>The teacher seeks ways to ensure successful learning for all students, making adjustments as needed to daily instructional plans and responding to student interests and questions.</p>	<p>The teacher is highly responsive to individual students' needs, interests and questions, making major daily lesson adjustments if necessary and persists in ensuring the success of all students.</p>
UTILIZATION OF TECHNOLOGY	<p>No evidence observed that technology is incorporated in the classroom.</p>	<p>Little evidence is observed that technology is incorporated in the classroom.</p>	<p>The teacher uses technology for instruction to aid in content presentation and student engagement.</p>	<p>The teacher consistently uses technology to actively engage students. Students are required to use technology in demonstrating content comprehension.</p>
QUESTIONING TECHNIQUES	<p>The teacher consistently makes poor use of questioning and discussion techniques, with low level questions, limited student participation, and little true discussion.</p>	<p>Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, some attempts at true discussion, and moderate student participation.</p>	<p>Teacher's use of questioning and discussion techniques reflects high level questions, true discussion, and encourages student participation.</p>	<p>Teacher formulates and/or initiates age-appropriate higher-level questions and ensures full student participation in the discussion.</p>
ASSESSING STUDENT LEARNING	<p>The teacher's planned assessment of students:</p> <ol style="list-style-type: none"> 1. Has no clear criteria or standards. 2. Is not congruent with instructional goals. 3. Is not used in the design of future lessons. 	<p>Teachers planned assessment of students:</p> <ol style="list-style-type: none"> 1. Includes criteria and standards that are sometimes unclear and/or misunderstood by students. 2. Is usually aligned with instructional goals. 3. Is used in designing future instruction for the class as a whole. 	<p>The teacher's planned assessment of students:</p> <ol style="list-style-type: none"> 1. Includes criteria and standards that are clear and have been communicated to students. 2. Is aligned with instructional goals. 3. Is used in designing future instruction for groups of students or individuals. 	<p>The teacher's planned assessment of students:</p> <ol style="list-style-type: none"> 1. Includes criteria and standards that are clear and have been communicated to students and utilizes a variety of assessment techniques. 2. Consistently aligns with the instructional goals. 3. Is used in designing future instruction for groups of students or individuals and shows evidence of student reflection upon results.

Administrator Comments:

CATEGORY #3: PROFESSIONAL CHARACTERISTICS

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
MAINTAINING ACCURATE RECORDS	The teacher has an inadequate system for maintaining accurate records, resulting in consistent errors and student, parent, and administrative confusion.	The teacher's system for maintaining accurate records is basic, resulting in sporadic errors and student, parent, and administrative confusion.	The teacher's system for maintaining accurate records is efficient and effective resulting in clarity/transparency for student, parent, and administrators.	The teacher's system for maintaining accurate records is efficient and effective, and the teacher encourages stakeholders (students and parents) to track their own progress.
PROFESSIONAL DEVELOPMENT	The teacher does not actively participate in professional development activities as prescribed by the building administration.	The teacher sporadically participates in professional development activities as prescribed by the building administration.	The teacher participates actively in professional development activities and contributes to the profession.	The teacher makes a substantial contribution to the profession through activities such as taking on curricular leadership roles, action research, mentoring teachers, and applies new knowledge in their profession.
PROFESSIONAL RELATIONSHIPS	Relationships with administration, colleagues, parents, and/or students are negative or self-serving.	Relationships with administration, colleagues, parents, and/or students are only cordial in nature.	Supportive and cooperative relationships are maintained with administration, colleagues, parents, and students.	The teacher takes initiative in assuming a leadership role amongst faculty, fostering an environment that supports highly effective relationships between administration, colleagues, parents, and students.
COMMUNICATING WITH STAKEHOLDERS	The teacher provides little or no information to administration, colleagues, parents, and students and makes little or no attempt to engage them in the instructional program.	The teacher sporadically communicates with administration, colleagues, parents, and students and makes an effort to engage them in the instruction program.	The teacher communicates with administration, colleagues, parents, and students and successfully engages them in the instructional program.	The teacher communicates frequently and sensitively with administration, colleagues, parents, and students - and successfully engages them in the instructional programs; Students are accountable for participating in communicating with families.
PROFESSIONAL CONTRIBUTIONS	The teacher does not support school/district activities and fosters a negative public perception of the Algonac Community Schools.	The teacher only supports school/district activities when specifically requested or are self-serving. Neutral perceptions of the Algonac Community Schools are conveyed to the public.	The teacher consistently supports school and district projects/activities, and maintains a positive public perception of the Algonac Community Schools.	The teacher participates actively in school and district projects/activities, and is a champion for the public perception of the Algonac Community Schools.
PROFESSIONAL RESPONSIBILITIES	The teacher is habitually absent or late in fulfilling responsibilities/duties. Incomplete/insufficient lesson plans when absent.	The teacher is sometimes absent or late in fulfilling responsibilities/duties. When absent, lesson plans aim at time consumption rather than active learning.	The teacher fulfills responsibilities/duties in a timely manner. Teacher prepares engaging lesson plans when absent.	The teacher is a role model for demonstrating dependability and punctuality for colleagues, parents and students. Teacher prepares comprehensive lesson plans when absent.

Administrator Comments:

CATEGORY #4: STUDENT GROWTH DATA

HIGH SCHOOL: 9TH – 12TH GRADE

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
EXTERNAL ASSESSMENT DATA 'EPAS' 8TH: EXPLORE 9TH: PLAN 10TH: D-ACT 11TH: ACT 12TH: ACT	The teachers collective student growth average in the EPAS assessment system is within the following growth range: <i>Less than or equal to .74 points</i>	The teachers collective student growth average in the EPAS assessment systems is within the following growth range: <i>Greater than or equal to .75 points and less than or equal to 1.0 points</i>	The teachers collective student growth average in the EPAS assessment systems is within the following growth range: <i>Greater than or equal to 1.1 points and less than or equal to 1.25 points</i>	The teachers collective student growth average in the EPAS assessment system is within the following growth range: <i>Greater than or equal to 1.26 points</i>
COMMON ASSESSMENTS	Less than 69.4% of students pass (59.5% and lower) the applicable common assessment.	69.5% to 79.4% of students pass (59.5% and higher) on the applicable common assessment.	79.5% to 89.4% of students pass (59.5% and higher) the applicable common assessment.	Greater than 89.5% of students pass (59.5% and higher) the applicable common assessment.
DATA USAGE	The teacher shows no evidence of using data to identify curricular strengths and weaknesses.	The teacher uses data to adjust cohort instruction occasionally.	The teacher shows evidence of using data to identify curricular strengths and weaknesses on an individual and cohort basis regularly.	The teacher shows evidence of using data to identify curricular strengths and weaknesses on an individual and cohort basis daily. Sub-group data is tracked and calculated interventions are used to help close achievement gaps.

Administrator Comments:

NOTE: Student Growth data is based on student data from the PREVIOUS academic year. In the first observation post-conference of an academic year, the previous years student growth data will be tabulated and included within Category #4. Classroom Observations will contribute to a final summative evaluation that includes criterion in Categories #1-3.

Special Notes (EPAS Growth Data):

- Instructors that teach courses not assessed in EPAS will be evaluated based on the following EPAS assessment areas:

○ Art:	Mathematics
○ Drama:	Reading and English
○ Foreign Language:	Reading and English
○ Library Science:	Reading and English
○ Life Centered Education:	Mathematics
○ Music/Choir:	Science
○ Physical Education/Health:	Science
○ Social Studies (Electives Included):	Reading and English
○ Software/Computers:	Reading and English
○ Writing for Publications:	Reading and English
○ Yearbook:	Reading and English

- ELA Instructors will be responsible for both Reading and English EPAS growth data. Growth will be calculated in all assessed areas and averaged for purposes of the EPAS category above.
 - **I.E.:** ELA Teacher A: Reading EPAS Growth Average: 1.24
English EPAS Growth Average: .76

ELA Teacher A - EPAS Growth Average: 1.0 points (Minimally Effective)

- Special Education Teachers will be held to the same EPAS growth standards as regular education instructors.
- EPAS assessment data is to be tracked by the teacher and submitted to the evaluating administrator within three weeks of assessment data availability on the provided electronic template. A minimum of two hours of staff development time will be permitted for the completion of this task.
- The evaluating administrator is responsible for verifying the validity of teacher calculations. Data is to be submitted using a template provided by administration. In the case of a discrepancy between teacher and administrator calculations, the building representative, teacher, and administrator will meet to resolve the issue. If an agreement is not met, the case will be sent to the Assistant Superintendent and AEA President for final resolution.
- When computing EPAS data, each teacher will be permitted to drop 3% of their student's scores in order to attribute for a standard measurement of error. In addition, students that were not enrolled in a teacher's course past the first week of course inception will not be counted.
 - **I.E.:** Teacher A has 100 students. Teacher A will calculate EPAS average growth based on 97 students.
 - Rounding rules will be followed to the nearest whole number.
 - **I.E.:** $3\% = 4.6 = 5$ students
 - Each teacher may identify the 3% of students based on their discretion
 - Eliminated students must be identified on the submitted data sheet.
- EPAS assessment growth will be rounded to the nearest hundredth.
 - For example: .485 points in growth will be rounded to .49

Special Notes (Common Assessment Data):

- All courses must have a written common assessment given at the conclusion of the 2nd and 4th quarter. An electronic copy of each assessment is to be submitted to the evaluating administrator along with end of year data. Assessments must align with applicable course G.L.C.E.'s, College Readiness Standards, and Common Core Standards.
- **I.E.:** Teacher A: Common Assessment Data:
 - **Semester #1:** 74% of all students passed the common assessment
 - **Semester #2:** 86% of all students passed the common assessment
 - 80% of students passed the common assessment during the academic year
 - Effective
- Special Education Teachers will be held to the same Common Assessment standards as regular education instructors.
- The evaluating administrator is responsible for verifying the validity of teacher calculations. Data is to be submitted using an administrator provided template. In the case of a discrepancy between teacher and administrator calculations, the building representative, teacher, and administrator will meet to resolve the issue. If an agreement is not met, the case will be sent to the Assistant Superintendent and AEA President for final resolution.
- When computing Common Assessment data, each teacher will be permitted to drop 3% of their student's scores in order to attribute for a standard measurement of error. In addition, students that were not enrolled in a teacher's course past the first week of course inception will not be counted.
 - **I.E.:** Teacher A has 100 students. Teacher A will calculate Common Assessment data based on 97 students.
 - Rounding rules will be followed to the nearest whole number.
 - **I.E.:** $3\% = 4.6 = 5$ students
 - Each teacher may identify the 3% of students based on their discretion
 - Eliminated students must be identified on the submitted data sheet.
- Common assessment data is to be tracked and submitted electronically to the evaluating administrator on the given template before the teacher checks out at the end of the academic year.
- Common assessment growth will be rounded to the nearest tenth.
 - **I.E.:** 89.45% of students passed the common assessment = 89.5%
 - Highly Effective

CATEGORY #4: STUDENT GROWTH DATA

MIDDLE SCHOOL: 6th – 8th GRADE

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
EXTERNAL ASSESSMENT DATA	<p>6th and 7th Grade: Less than 69.4% gain 100 points of scaled score growth on the MEAP.</p> <p>8th Grade: Less than 69.4% of students meet the cut scores on the EXPLORE assessment.</p> <p>NOTE: 8th Grade Social Studies Teachers will be accountable for the SS MEAP Test taken in the fall of the 9th grade year.</p>	<p>6th and 7th Grade: 69.5% to 79.4% gain 100 points of scaled score growth on the MEAP.</p> <p>8th Grade: 69.5% to 79.4% of students meet the applicable cut scores on the EXPLORE assessment.</p> <p>NOTE: 8th Grade Social Studies Teachers will be accountable for the SS MEAP Test taken in the fall of the 9th grade year</p>	<p>6th and 7th Grade: 79.5% to 89.4% of students gain 100 points of scaled score growth on the MEAP.</p> <p>8th Grade: 79.5% to 89.4% of students meet the applicable cut scores on the EXPLORE assessment.</p> <p>NOTE: 8th Grade Social Studies Teachers will be accountable for the SS MEAP Test taken in the fall of the 9th grade year.</p>	<p>6th and 7th Grade: Greater than 89.5% of students gain 100 points of scaled score growth on the MEAP.</p> <p>8th Grade: Greater than 89.5% of students meet the applicable cut scores on the EXPLORE assessment.</p> <p>NOTE: 8th Grade Social Studies Teachers will be accountable for the SS MEAP Test taken in the fall of the 9th grade year.</p>
COMMON ASSESSMENTS	Less than 69.4% of students pass (59.5% and lower) the applicable common assessment.	69.5% to 79.4% of students pass (59.5% and higher) the applicable common assessment.	79.5% to 89.4% of students pass (59.5% and higher) the applicable common assessment.	Greater than 89.5% of students pass (59.5% and higher) the applicable common assessment.
DATA USAGE	The teacher shows no evidence of using data to identify curricular strengths and weaknesses.	The teacher uses data to adjust cohort instruction occasionally.	The teacher shows evidence of using data to identify curricular strengths and weaknesses on an individual and cohort basis regularly.	The teacher shows evidence of using data to identify curricular strengths and weaknesses on an individual and cohort basis daily. Sub-group data is tracked and calculated interventions are used to help close achievement gaps.

Administrator Comments:

NOTE: Student Growth data is based on student data from the PREVIOUS academic year. In the first observation post-conference of an academic year, the previous years student growth data will be tabulated and included within Category #4. Classroom Observations will contribute to a final summative evaluation that includes criterion in Categories #1-3.

Special Notes (External Assessment Data):

- Instructors that teach courses not externally assessed will be evaluated based on the following assessment areas:

GRADE	MEAP TEST	DATA ASSIGNED TO:
6 th	Social Studies	
6 th	Math	
6 th	Reading	
7 th	Writing	6 th Grade: ELA, Bonus ELA, Science, Social Studies (6 th only)
7 th	Reading	6 th Grade: ELA, Bonus ELA, Science, Social Studies, Choir, Technology
7 th	Math	6 th Grade: Math, Physical Education, Music
8 th	Science	7 th Grade: Science
8 th	Math	7 th Grade: Math, Bonus Math, Physical Education, Music
8 th	Reading	7 th Grade: ELA, Social Studies, Choir, Technology
9 th	Social Studies	8 th Grade: Social Studies

- ELA Instructors will be responsible for both Reading and Writing external assessment growth data. Growth will be calculated in all assessed areas and averaged for purposes of the external assessment data category above.
 - I.E.:** ELA Teacher A:
 - Reading Growth Average: 75% of student achieved 100 points or above
 - English Growth Average: 87% of students achieved 100 points or above

ELA Teacher A – External Assessment Growth Average: 81% (Effective)
- Special Education Teachers will be held to the same growth standards as regular education instructors.
- EXPLORE Cut Scores: English 13, Math 17, Reading 15, Science 20
- 8th grade Foreign Language teacher(s) will be responsible for Reading EXPLORE student growth data.
- Student growth data is to be tracked by the teacher and submitted to the evaluating administrator within three weeks of assessment data availability on a provided electronic template. A minimum of two hours of staff development time will be permitted for the completion of this task.
- The evaluating administrator is responsible for verifying the validity of teacher calculations. Data is to be submitted using a template provided by administration. In the case of a discrepancy between teacher and administrator calculations, the building representative, teacher, and administrator will meet to resolve the issue. If an agreement is not met, the case will be sent to the Assistant Superintendent and AEA President for final resolution.
- When computing student growth data, each teacher will be permitted to drop 3% of their student's scores in order to attribute for a standard measurement of error. In addition, students

that were not enrolled in a teacher's course past the first week of course inception will not be counted.

- **I.E.:** Teacher A has 100 students. Teacher A will calculate EPAS average growth based on 97 students.
- Rounding rules will be followed to the nearest whole number.
 - **I.E.:** $3\% = 4.6 = 5$ students
 - Each teacher may identify the 3% of students based on their discretion
 - Eliminated students must be identified on the submitted data sheet.
- EPAS assessment growth will be rounded to the nearest hundredth.
 - For example: .485 points in growth will be rounded to .49

Special Notes (Common Assessment Data):

- All courses must have a written common assessment given at the conclusion of the 2nd and 4th quarter. An electronic copy of each assessment is to be submitted to the evaluating administrator along with end of year data. Assessments must align with applicable course G.L.C.E.'s, College Readiness Standards, and Common Core Standards.
- **I.E.:** Teacher A: Common Assessment Data:
 - **Semester #1:** 74% of all students passed the common assessment
 - **Semester #2:** 86% of all students passed the common assessment
 - 80% of students passed the common assessment during the academic year
 - Effective
- Special Education Teachers will be held to the same Common assessment standards as regular education instructors.
- The evaluating administrator is responsible for verifying the validity of teacher calculations. Data is to be submitted using an administrator provided template. In the case of a discrepancy between teacher and administrator calculations, the building representative, teacher, and administrator will meet to resolve the issue. If an agreement is not met, the case will be sent to the Assistant Superintendent and AEA President for final resolution.
- When computing Common Assessment data, each teacher will be permitted to drop 3% of their student's scores in order to attribute for a standard measurement of error. In addition, students that were not enrolled in a teacher's course past the first week of course inception will not be counted.
 - **I.E.:** Teacher A has 100 students. Teacher A will calculate Common Assessment data based on 97 students.
 - Rounding rules will be followed to the nearest whole number.
 - **I.E.:** $3\% = 4.6 = 5$ students
 - Each teacher may identify the 3% of students based on their discretion
 - Eliminated students must be identified on the submitted data sheet.
- Common assessment data is to be tracked and submitted electronically to the evaluating administrator on the given template before the teacher checks out at the end of the academic year.
- Common assessment growth will be rounded to the nearest tenth.
 - **I.E.:** 89.45% of students passed the common assessment = 89.5% = Highly Effective

CATEGORY #4: STUDENT GROWTH DATA

ELEMENTARY PRE K-5

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
STANDARDIZED TESTING DATA PRE K- K-5- DIBELS 2-5-MEAP	The teachers collective student growth average is less than 69.4% in the standardized assessment system within the following growth range: MEAP-100 points scale growth DIBELS- Overall ranking of CORE	The teachers collective student growth average is between 69.5% to 79.4% in the standardized assessment systems within the following growth range: MEAP-100 points scale growth DIBELS- Overall ranking of CORE	The teachers collective student growth average is between 79.5% to 89.4% in the standardized assessment systems within the following growth range: MEAP-100 points scale growth DIBELS- Overall ranking of CORE	The teachers collective student growth average is between 89.5% to 100% in the standardized assessment systems within the following growth range: MEAP-100 points scale growth DIBELS- Overall ranking of CORE
COMMON ASSESSMENTS -DRA/MLPP -SAXON MATH	Less than 69.4% of students pass (59.5% and lower) the applicable common assessment.	69.5% to 79.4% of students pass (59.5% and higher) the applicable common assessment.	79.5% to 89.4% of students pass (59.5% and higher) the applicable common assessment.	Greater than 89.5% of students pass (59.5% and higher) the applicable common assessment.
DATA USAGE	The teacher shows no evidence of using data to identify curricular strengths and weaknesses.	The teacher uses data to adjust cohort instruction occasionally.	The teacher shows evidence of using data to identify curricular strengths and weaknesses on an individual and cohort basis regularly. The teacher uses reading data to create groups using the 4 quadrants.	The teacher shows evidence of using data to identify curricular strengths and weaknesses on an individual and cohort basis daily. Sub-group data is tracked and calculated interventions are used to help close achievement gaps. The teacher uses reading data to create groups using the 4 quadrants and determines individual strategies based on the needs of individual students.

Administrator Comments:

NOTE: Student Growth data is based on student data from the PREVIOUS academic year. In the first observation post-conference of an academic year, the previous years student growth data will be tabulated and included within Category #4. Classroom Observations will contribute to a final summative evaluation that includes criterion in Categories #1-3.

Special Notes:

- Instructors that teach courses not assessed in will be evaluated based on the following assessment areas: (District Wide Scores)
 - Art: Language Arts-4th grade
 - Foreign Language: Language Arts-5th grade
 - Media: Language Arts-3rd grade
 - Music: Mathematics-4th grade
 - Physical Education: Mathematics-5th grade
- Standardized assessment data from Category 4 is to be tracked by the teacher and submitted to the evaluating administrator within three weeks of assessment data availability on the provided electronic template.
- The evaluating administrator is responsible for verifying the validity of teacher calculations. Data is to be submitted using a template provided by administration. In the case of a discrepancy between teacher and administrator calculations, the building representative, teacher, and administrator will meet to resolve the issue. If an agreement is not met, the case will be sent to the Assistant Superintendent and AEA President for final resolution.
- When computing Standardized Assessment Data and Common Assessment Data, each teacher will be permitted to drop 3% of their student's scores in order to attribute for a standard measurement of error. In addition, students that were not enrolled in a teacher's course past the first week of course inception will not be counted.
 - **I.E.:** Teacher A has 30 students. Teacher A will calculate EPAS average growth based on 29 students.
 - Rounding rules will be followed to the nearest whole number.
 - **I.E.:** $3\% = 0.9 = 1$ student
 - Each teacher may identify the 3% of students based on their discretion
 - Eliminated students must be identified on the submitted data sheet.
- Common assessment growth will be rounded to the nearest tenth.
 - **I.E.:** 89.45% of students passed the common assessment = 89.5%
 - Highly Effective

ADMINISTRATIVE SUMMATION:

Administrator Comments:

Performance Goals:

CATEGORY WEIGHT:

	2011-2012	2012-2013	2013-2014	2014-2015	2015 and Beyond
Categories #1-3	75%	75%	75%	60%	51%
Category #4	25%	25%	25%	40%	49%

OVERALL RATING:

Ineffective

Minimally Effective

Effective

Highly Effective

TEACHER COMMENTS MAY BE ATTACHED AS DESCRIBED IN ARTICLE XIV

Probationary

Interim Observation

Recommended for Probationary Contract Renewal

Not Recommended for Contract Renewal

Recommended for Tenure

Tenured Teacher

Interim Observation

Recommended for Contract Renewal

Not Recommended for Contract Renewal

Evaluator's Signature Date

Teacher Signature Date