

Cape Schools Open Minds and Open Doors

Community • Academics • Passion • Ethics

SMART Goal Template (EXAMPLE ONE)

Teacher Name:	First Grade Fanny	School:	Pond Cove Elementary
Grade/Subject:	Grade one	Team/Collaborators:	1st grade team
Type of Goal	<input checked="" type="checkbox"/> Student Learning and Growth <input checked="" type="checkbox"/> Professional Learning and Growth		

S —Specific
M —Measurable
A —Actionable
R —Relevant/Results-oriented
T —Time-bound

Use this template to compose SMART goals. Focus on defining a measurable desired outcome and then plan action steps that will help you make progress toward the goal. Action steps outline strategic decisions or accomplishments necessary to achieve the goal. Description of action steps should include a rough timeline or series of target dates, and identify team members who may be responsible for assisting the educator.

SMART Goal Statement

By June, students will be expected to demonstrate one year's growth on the Fountas and Pinell Benchmark Assessment as defined by the Instructional Level Expectations Chart offered by the publishers. For example, incoming first graders who are reading at level C in the fall would be expected to be reading at level I by the end of the school year.

Measurement Details:

- List the standards to which you expect to see growth
- Outline how you will measure growth. If this is a SLG SMART goal, please include a baseline assessment and final assessment as well as any formative assessments.

a) Students in our school are assessed quarterly in each of the primary grades (K - 3) using the Fountas and Pinnell Benchmark Assessment System. Our building teachers assess each student on this measure by using a running record and questioning. This assessment results in a reading comprehension level for each student. A baseline assessment will be administered to all incoming first graders by September 30.

b) CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.
 CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details

Craft and Structure

CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
 CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.8 not applicable to literature)
 CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

For those students reading below grade level, the kindergarten standards will be emphasized and the student's progress monitored so that first grade reading standards are taught when the student is ready. Students reading at the grade one level will be taught on grade 1 standards. Those students reading above grade level will receive instruction on the grade two reading standards. All standards will be taught (thus they are not listed individually here) through whole class and small group instruction in order to differentiate instructional needs.

C) Evidence of each child's reading performance will be noted on the individual running record, which is administered as designed (four times per year). The Fontas and Pinnel Benchmark Assessment will be administered again in June to measure summative growth

Action Plan			
Action Step	Timeline	Anticipated Evidence	Evidence Collected?
I will analyze the results of the running records to identify patterns in student miscues and misunderstandings and then differentiate instruction as needed.	1 running record by Dec. 15 1 running record by Feb. 15 1 running record by April 15	Running record notes and analysis pages	
I will use results from the assessments as well as informative data to inform my decisions to regroup students and provide differentiated instruction as needed.	October 1 through May 30	Lesson plans	

NOTE:

Professional, Monitored and Directed plans require a minimum of three (3) action steps per goal.
 Probationary plans require a minimum of two (2) action steps per goal

Educator Signature: _____

Evaluator Signature: _____

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Teacher Evaluation Rubrics

by Kim Marshall – Revised January 2, 2014

Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains covering all aspects of a teacher's job performance:
 - A. Planning and Preparation for Learning
 - B. Classroom Management
 - C. Delivery of Instruction
 - D. Monitoring, Assessment, and Follow-Up
 - E. Family and Community Outreach
 - F. Professional Responsibilities
2. The rubrics use a four-level rating scale:
 - 4 – *Highly Effective* – Master teacher performance that meets very demanding criteria
 - 3 – *Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level
 - 2 – *Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level
 - 1 – *Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal
3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, supervisors need to make frequent, short, unannounced classroom visits (at least ten per teacher per year); have a face-to-face coaching conversation after each one (ideally in the teacher's classroom when students aren't there); regularly observe teachers in team meetings and other settings; and possibly look at student survey data. The rubrics should *not* be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.
4. This suggests that the rubrics should be used formally at three points: (a) As school opens, teachers self-assess, meet with their supervisor, and set 2-3 improvement goals; (b) At mid-year, teacher and supervisor meet and compare ratings page by page, discuss any differences, assess progress on the teacher's goals, and identify areas for growth; and (c) At the end of the year, teacher and supervisor repeat this process and reach closure on the year's ratings (the supervisor, of course, has the final say). Evaluation meetings work best if the teacher and supervisor fill out the rubrics beforehand, discuss only the areas where they disagree, and talk about those areas based on the teacher's actual performance. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurt feelings. This does not help teachers improve. The best thing a supervisor can do for an underperforming teacher is to visit frequently, give candid, evidence-based feedback, listen to the teacher's concerns, and organize robust follow-up support.
5. When scoring each rubric line, it's best to read the *Effective* level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description. When all ten lines are done, the page provides a graphic display of areas that deserve praise and those that need improvement. The supervisor gives an overall rating at the bottom and writes a brief comment (if needed), and when all six pages have been scored, records the ratings on the summary page, gives the teacher an overall rating, and they both write summative comments and sign off.
6. When an entire staff is scored honestly using the rubrics, it's possible to create a color-coded spreadsheet that can serve as a (confidential) road-map for schoolwide professional development (see the samples on page 9 and 10).
7. The rubrics synthesize an extensive research base on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more *Effective* and *Highly Effective* ratings a teacher has, the better students will do. For ideas on how to include student learning in the teacher-evaluation process, see Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013, p. 121).
8. The rubrics are open source and may be used and adapted by schools and districts as they see fit.

CESD NOTE: The Rubrics have been annotated to reflect effect sizes on student learning according to the research of John Hattie et al.

- The average effect sizes for each domain (where applicable) are noted at the top of each page
- Green standards are the most effective, while those in yellow are less effective. An effect size of .4 and above is considered by Hattie et al. to be significant.
- Standards that are not colored do not correlate to the effect sizes researched
- Hattie's label is indicated in quotations.
- Educators are required to set Professional Learning and Growth goals that focus on the domains that have the largest average effect sizes. Those domains are:
 - D. Monitoring, Assessment, and Follow-up (average effect size .78)
 - B. Classroom Management (effect size .68)
 - A. Planning and Preparation for Learning (average effect size .62)
 - C. Delivery of Instruction (average effect size .62)
- Educators are advised to focus their goals on the indicators that have the largest effect sizes (those in green).
- For more information, please see: Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge, 2012. Print.

A. Planning and Preparation for Learning (Average effect size: .62)

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge Effect Size: .9 "Teacher Credibility"	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards Effect Size: .53 "Classroom Cohesion"	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units Effect Size: .53 "Classroom Cohesion"	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments Effect Size: .75 "Feedback"	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation Effect Size: .62 "Teaching Strategies"	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons Effect Size: .53 "Classroom Cohesion"	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement Effect Size: .48 "Concentration/ Persistence/ Engagement"	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation Effect Size: .62 "Teaching Strategies"	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: _____ Comments: _____

B. Classroom Management (Effect Size: .68 "Classroom Behavioral")

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
a. Expectations Effect Size: .43 "Teacher Expectations"	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
b. Relationships Effect Size: .72 "Teacher-Student Relationships"	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c. Respect Effect Size: .72 "Teacher-Student Relationships"	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: _____ Comments: _____

C. Delivery of Instruction (Average effect size: .62)

		4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:					
a. Expectations Effect Size: .43 "Teacher Expectations"	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.	
b. Mindset Effect Size: .75 "Feedback"	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.	
c. Goals Effect Size: .75 "Teacher Clarity"	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.	
d. Connections Effect Size: .54 "Student-Centered Teaching"	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.	
e. Clarity Effect Size: .75 "Teacher Clarity"	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.	
f. Repertoire Effect Size: .62 "Teaching Strategies"	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.	
g. Engagement Effect Size: .48 "Concentration/ Persistence/ Engagement"	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.	
h. Differentiation Effect Size: .62 "Teaching Strategies"	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.	
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.	
j. Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.	

Overall rating: _____ Comments: _____

D. Monitoring, Assessment, and Follow-Up (Average effect size: .78)

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria Effect Size: .75 "Teacher Clarity"	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis Effect Size: .75 "Feedback"	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot Effect Size: .61 "Problem-Solving Teaching"	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment Effect Size: 1.44 "Self-Reported Grades"	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition Effect Size: .75 "Feedback"	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims Effect Size: .61 "Problem-Solving Teaching"	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
g. Tenacity Effect Size: .72 "Teacher-Student Relationships"	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support Effect Size: .72 "Comprehensive Interventions for LD Students"	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis Effect Size: .61 "Problem-Solving Teaching"	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: _____ Comments: _____

E. Family and Community Outreach (Average effect size: .48)

4
Highly Effective
3
Effective
2
Improvement
Necessary
1
Does Not Meet
Standards

The teacher:

a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief Effect Size: .72 "Teacher-Student Relationships"	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations Effect Size: .43 "Teacher Expectations"	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving Effect Size: .49 "Parental Involvement"	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework Effect Size: .29 "Homework"	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: _____ Comments: _____

F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

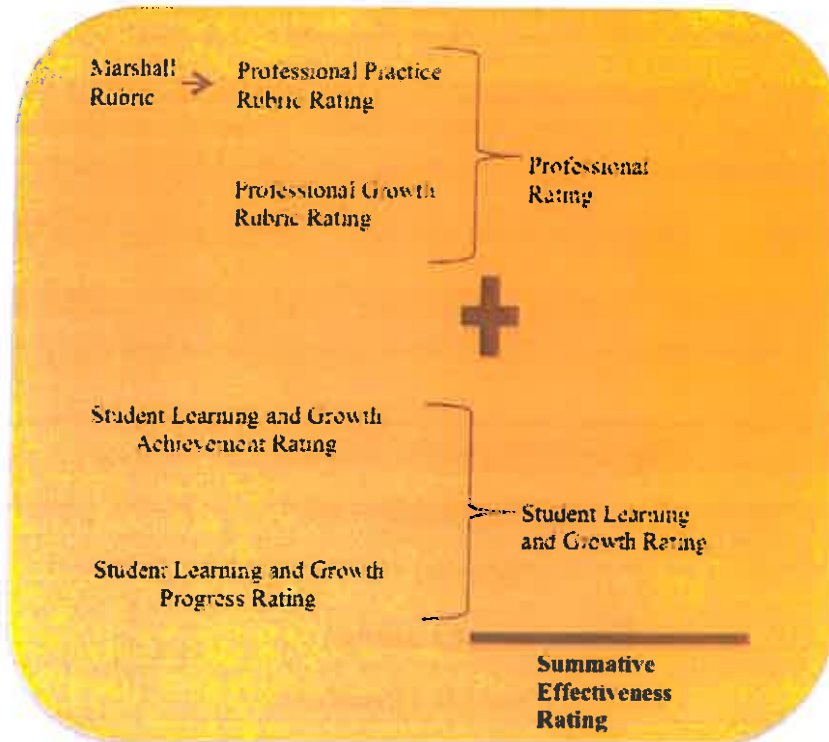
Overall rating: _____ Comments: _____

Educator: _____

Evaluator: _____

Date: _____

Directions for Evaluators: Use evidence including discussion with the Educator to complete each rubric and matrix. On the final page there is space for the overall Summative Rating. Please sign and have the Educator do the same once the document has been reviewed at the Summative Conference.



1 Use the Marshall Rubric "Evaluation Summary" page and preponderance of evidence to assign Professional Practice Rating. Circle the appropriate rating below:

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

2 Use PLG SMART goal evidence to assign Professional Growth Rating. Circle the appropriate rating below:

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

3 Find the intersection of the assigned Professional Practice Rating (Step 1) and Professional Growth rating (Step 2) on the Professional Rating Matrix to assign a Professional rating. Circle the appropriate rating below:

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

4 Use the *aggregate* results of the SLG SMART goal measurements to assign the Student Learning and Growth Achievement Rating. Circle the appropriate rating below:

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

5 Use SLG SMART goal evidence to assign a Student Learning and Growth (SLG) SMART Goal Progress Rating. Circle the appropriate rating below:

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

6 Step 6: Find the intersection of the assigned SLG Achievement Rating (Step 4) and Student Learning and Growth Progress Rating (Step 5) on the Student Learning and Growth Rating Matrix to assign a combined Student Learning and Growth rating. Circle the appropriate rating below:

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

7 Step 7: Find the intersection of the assigned Professional Rating (Step 3) and Student Learning and Growth rating (Step 6) on the Summative Performance Rating Matrix to assign a Summative Rating below.

Final Summative Rating:

Highly Effective

Effective

Improvement Needed

Does Not Meet the Standard

Educator Signature: _____

Evaluator Signature: _____



Summative Conference Documentation Form

Educator: _____

Evaluator: _____

Date: _____

Note: This form along with the Evaluation Summary Page, the Summative Rating Worksheet, and (if applicable) a Monitored or Directed Plan Documentation Form are to be copied for both the educator and evaluator and then submitted to Central Office for inclusion in the educator’s personnel file.

In preparation for this meeting, Educator and Evaluator complete Marshall Teacher Evaluation Rubric ratings. The starting point for the discussion is a comparison of those ratings. If discrepancies are unable to be resolved at the conference, a follow-up conference will be scheduled to which both parties will bring evidence pertaining to the standards in question.

Professional Practice

Standards from Marshall rubrics on which there are discrepancies between educator & evaluator ratings:

- Discussed
- Discussed
- Discussed
- Discussed
- Discussed

Attach completed, signed “Evaluation Summary” page (last page of Marshall Rubrics) to this agenda.

Professional Learning and Growth

Discuss action steps taken toward PLG SMART goal Discussed

Student Learning and Growth

Discuss action steps taken toward SLG SMART goal Discussed

Strengths and Growth Achieved

List strengths and/or achievements

Discussed

Summative Rating

Review Summative Rating Worksheet and attach completed, signed worksheet to this agenda

Discussed

Growth Plan Assignment

Discuss anticipated growth plan assignment and circle appropriate assignment below. If educator is moving to a Monitored or Directed plan, attach completed, signed documentation form to this agenda.

Discussed

Probationary

Professional

Monitored

Directed

Next Cycle's SMART Goals

If educator is continuing to a Probationary or a Professional plan, list focus areas for next SMART goals. If a Monitored or Directed plan is required, please complete the appropriate documentation form.

Discussed

- Professional goal:

- Student Learning and Growth goal:

Educator Signature: _____

Evaluator Signature: _____

CESD SMART GOAL RUBRIC

Note: This is a guide to help with the creation of SMART goals. It will not be used for approval or as part of rating

		4	3	2	1
S	Educator uses extreme care to reflect on their own current practice, research-based best-practice, the past growth of the student cohort in question, and the desired learning outcomes for the student cohort to set targeted goals.	Is targeted to the areas of professional practice that have been shown through research to hold the most promise for improving student learning (PLG). Targets a broad learning goal that may not be the most significant for the student cohort in question (SLG).	Is not targeted to an area of professional practice that has been shown through research to hold the most promise for improving student learning (PLG). Targets a broad learning goal that may not be the most significant for the student cohort in question (SLG).	Does not articulate a target.	
M	Is well aligned to measures that are both reliable and valid and thus will accurately show whether the goal has been met.	Is aligned to measures that will provide insight into whether the goal has been met.	Measures are related to the goal, but may not be able to provide information as to whether the specific goal has been met.	Measures are not noted and/or do not relate to the goal.	
A	Sets an ambitious, but achievable target for the educator in question. Has strategic action steps that are well developed, clearly articulated, promote deeper learning in the classroom, set benchmarks to monitor progress, and encourage sharing of best practice.	Sets an achievable target for the educator in question. Has action steps that connect to the intended outcome and include monitoring of progress toward the stated learning goal; time and energy focus on strengthening professional practice (PLG) or student achievement toward the intended learning outcome (SLG)	Sets a target that may not be achievable for the educator in question and/or has action steps that need greater connection to the desired professional growth (PLG) or student outcomes (SLG)	The target is not achievable and/or action steps have no clear link to professional growth (PLG) or student outcomes (SLG)	
R	Is particularly relevant to professional growth needs of the educator (PLG). Relevant to the most critical needs of the student cohort (SLG). Relevant to the strategic needs of the class, school, and district	Is relevant to professional growth needs of the educator (PLG). Is relevant to the strategic goals of the class, school, and district.	Relevance to the educator, student cohort, and/or class, school, and district goals is not well articulated.	Is not relevant to the educator, student cohort, and/or class, school, or district goals.	
T		Action steps can be realistically completed in the time frame specified.	Action steps may not be able to be completed in the time frame specified and/or the time-frame is vague.	No time frame is provided for completion of action steps.	

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)