



HARBOR TEACHER PERFORMANCE APPRAISAL

TOOL FOR SELF-ASSESSMENT

LIBERTY CHARTER SCHOOL

HARBOR TEACHER PERFORMANCE APPRAISAL SELF-ASSESSMENT

INTRODUCTION: HOW TO USE THE HARBOR PERFORMANCE APPRAISAL SELF-ASSESSMENT

Performance appraisal procedures at Liberty Charter School reflect the belief that professional practice evolves through constant highly refined reflection by teachers of their approaches, assumptions and results of student learning. All staff is expected to self-assess and invite feedback from colleagues and the principal. The following instrument is intended to guide but not limit a fair and consistent process for all staff self-assessment and to direct one's focus for continued professional growth. Staff is reminded that policies regarding the annual evaluation can be found in the Employee Handbook and on the school's website. All evaluation records are confidential according to federal and state regulations.

The document is organized by four domains as described in *The Framework for Teaching* by Charlotte Danielson (2nd Edition, 2007). Within each domain, please note:

1. Explicit expectations of the Harbor Method™ organized by the elements within each domain. The expectations articulated are the minimum requirements for certificated personnel. These are the elements that staff should develop as a minimum expectation. **These are the practices to which certificated staff is held accountable.**
2. Staff and the principal will use the expectations as a **guide** for self-assessment, feedback and goals for additional development. **Teachers do not need to respond** to each expectation statement but to consider their skill holistically in that domain. Teachers may comment on additional features or elements of teaching that they determine to be relevant or important to performance and continued growth. Please keep in mind that *67% of this evaluation's results are based on documentation related to Professional Practice.*
3. Use your videotaped session to look for specific expectations or areas for which you would like feedback. Watching students responses is often more informative about effects of instruction than watching yourself teach. Use what you observe to self-assess in this tool.
4. Provide evidence for your opinion, perception of your skills, including student growth on State testing (ISAT-Smarter Balanced) and adequate annual academic growth - see table. These two areas will make up 33% of this evaluation's results. You should document student achievement in the Teacher Assessment section under Domain 1, and elsewhere in this evaluation as appropriate. At the end of this self-assessment, there is a check-off list to use to show which documentation you have provided to illustrate your skills and successes.

STUDENT ACHIEVEMENT LEVEL OF PERFORMANCE			
ISAT by Smarter Balanced:			
Basic	Satisfactory	Proficient	
The school's proficiency rates in math & ELA exceed state average by 1-5 percentage points.	The school's proficiency rates in math & ELA exceed state average by 6-12 percentage points	The school's proficiency rate in math & ELA exceed state averages by 13 percentage points	<i>Outcomes derived from school's most recent Annual Performance Report by Idaho Public Charter School Commission, which can be found on school's website.</i>
District-Determined Measure:			
Basic	Satisfactory	Proficient	
At least 70% of teacher's students are making adequate annual academic growth in math and ELA.	Between 71% and 78% of teacher's students are making adequate annual academic growth in math and ELA.	More than 78% of teacher's students are making adequate annual academic growth in math and ELA.	<i>Outcomes derived from school's most recent Annual Performance Report by Idaho Public Charter School Commission found on school's website.</i>

5. There is a **designated area** to record your self-assessment comments regarding your level of skill in each of the domains.
6. **Principal constructive feedback** section is to be used by the principal consistent with Board policy. Feedback will be a compilation of the year's classroom observations that have been documented by the principal, as well as review of the teacher's videotaped teaching submission, and student input gathered and documented from the annual Advanc-Ed student survey. Under Idaho Code regarding Professional Practice, at least two (2) documented observations must occur annually, with at least one (1) completed by Jan. 1. In a Harbor School, teachers are observed by their principals a *minimum* of once *weekly*. To be fair and consistent, principals will use the same Observation Record to document teacher observations. Documentation from these observations is used to provide feedback in the area of Professional Practice. Teachers also provide a self-assessment of the area Professional Practice using their videotaped submission (see #3 above) and may provide a written self-assessment under Professional Responsibilities, Domain 4, and elsewhere as appropriate.
7. Upon completion of a self-assessment in each domain, staff members are expected to **set goals** for continued professional development, and will then meet formally with principal to review this document, for principal to provide documented feedback for the purpose of continued teacher improvement, and to set expectations for coming year, if needed.
8. To be fair and consistent, all certificated teachers will be evaluated at least once annually using this evaluation tool. All evaluations will be completed by May 1 of the current school year. Evaluation records are confidential according to state and federal regulations. Non-instructional certificated staff will also be evaluated using an adaptation of this evaluation.

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NAME:

GRADE/CLASS:

DATE:

PROFESSIONAL GOALS: *As a result of the following self-assessment, a review of sample teaching and learning in my classroom, student achievement, and input provided to me through the principal's observations and the annual student survey, I propose the following goals for my continued professional development:*

PRINCIPAL FEEDBACK & ACTION (Includes feedback from at least two, documented teaching observations, completion of mid-year Teacher Evaluation Observation Rubric, teacher-submitted video, and student input regarding classroom instruction as gathered and documented on the annual, Advanc-Ed student survey. Actions to be taken, if any, may include recommendation or non-recommendation for employment renewal, job status change, remediation, mentoring, counseling, probation, etc. If actions are listed, a procedure for addressing the action will be detailed here):

Overall rating of this teacher: _____ (3=Proficient, 2=Satisfactory/Basic, 1=Unsatisfactory – Summative Evaluation Matrix attached.)

Actions to be taken as a result of this evaluation:

- Recommendation for renewal of employment
- Job Status Change
- Remediation
- Probation
- Recommendation for non-renewal of employment
- Other: _____

HARBOR METHOD™ EXPECTATIONS FOR TEACHING & LEARNING
DOMAIN 1: PLANNING AND PREPARATION

Harbor Method™ Expectations	Teacher Self-Assessment
<p>1a: Demonstrate knowledge of content and pedagogy</p> <ul style="list-style-type: none"> • <u>Teachers are masters of the content</u> that is taught and knowledgeable of related pedagogy. • <u>Teachers use the instructional programs</u> that are supplied by the school and aligned to the curriculum. • <u>Teachers extend and supplement</u> according to the needs of their students and their professional judgment. ▪ <u>Teachers design instructional strategies</u> that are aligned to the desired student learning outcomes. 	<p><i>Per Idaho Code, 33% of this evaluation is based on student achievement. Be sure to include here (and elsewhere in the evaluation as appropriate) evidence of your students' Student Level of Academic Performance as shown in the table on page 2. You may use current year outcomes and past year's data to demonstrate on-going success in student outcomes.</i></p>
<p>1b: Demonstrate knowledge of students</p> <ul style="list-style-type: none"> ▪ <u>Teachers understand</u> how children learn and develop. ▪ <u>Teachers know their students</u>, their levels of development and learning needs, including special learning and medical needs; teachers use this information to support student success. ▪ <u>Teachers know student interests and cultural heritage.</u> 	
<p>1c: Set instructional outcomes</p> <ul style="list-style-type: none"> ▪ <u>Teachers teach to the high.</u> Challenging students and expecting high levels of learning is visible in classrooms. ▪ <u>Teachers teach mastery</u> of grade level objectives and challenge students with accelerated content. ▪ <u>Teachers use clarity, balance, and suitability</u> so that outcomes are clear and written in the form of student learning and with viable methods of assessment, reflect coordination and integration of learning and opportunities, and take into account (as appropriate in the Harbor Method) varying needs of students and groups of students. 	
<p>1d: Demonstrate knowledge of resources</p> <ul style="list-style-type: none"> ▪ <u>Teachers use instructional program</u> materials and resources optimally to accomplish the desired learning outcomes for students. 	
<p>1e: Design coherent instruction</p> <ul style="list-style-type: none"> ▪ <u>Teachers adhere to the concept boards.</u> ▪ <u>Teachers maintain fidelity</u> to the Concept Board and collaborate to ensure grade-to-grade articulation of curriculum expectations. ▪ <u>Teachers create additional opportunities</u> for the range of student learning needs. 	

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Harbor Method™ Expectations	Teacher Self-Assessment
<p>1f: Design student assessments</p> <ul style="list-style-type: none"> ▪ <i>Teachers monitor student learning actively.</i> Feedback on student learning must first be helpful to the student so that they take responsibility for their own progress. Parents should know early and frequently how their children are doing. ▪ <i>Teachers use Concept Board Assessments and student work</i> to guide their daily interactions with students. They use assessments as sources of feedback about student learning, motivation for students to improve, instructional effectiveness and curricular needs. Assessment criteria and standards are clear. ▪ <i>Teachers use national and state assessments</i> as one indicator of the quality of teaching and learning. ▪ <i>Teachers prepare students for state-wide testing.</i> Teachers want students to feel prepared. They do not overemphasize its importance or create anxiety about it. Rather, they help students to be familiar with the mechanics of the testing process and confident in their preparedness to do well. ▪ <i>Teachers use assessment results to help plan future instruction.</i> 	

HARBOR METHOD™ EXPECTATIONS FOR TEACHING & LEARNING DOMAIN 2: THE CLASSROOM ENVIRONMENT

Harbor Method™ Expectations	Teacher Self-Assessment
<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> ▪ <i>Teachers adhere to Harbor Method practices,</i> routines and rituals that create our community and school culture. ▪ <i>Teachers expect, teach and model kindness</i> to students and staff. ▪ <i>Teachers create a safe environment</i> by removing fear, threat and intimidation in school. ▪ <i>Teachers contribute to the positive, supportive culture</i> of the school through their deeds, words, and practices. Gossiping, destructive communication, and hurtful exchanges are not acceptable. ▪ <i>Teachers model school pride</i> to students to demonstrate traits of 	

Harbor Method™ Expectations	Teacher Self-Assessment
<p>positive employee support of each other & the company/business to which they are employed. (School-to-Work emphasis).</p>	
<p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> ▪ <u>Teachers are proactive.</u> They aim to prevent misconduct, inattentiveness, and disengagement from learning. Their motive is successful learning for all students in all settings at school. (40 Cards) ▪ <u>Teachers focus on kindness,</u> and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for learn and growth. ▪ <u>Teachers use humor</u> to create a safe and comfortable learning environment and to send messages that are important to students. ▪ <u>Teachers initiate students' active participation</u> in learning process, initiative, and pride in work. 	
<p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> ▪ <u>Teachers utilize Harbor Method student conduct routines</u> to establish continuity for students throughout the school and across grades. ▪ <u>Teachers shape the dispositions and conduct</u> of their students. Teachers attend to the development of attitudes that affect how students engage in their work with deliberate action. ▪ <u>Teachers are able to manage the classroom routine,</u> including transitions; student care for classroom materials, supports and resources; and management of paraprofessionals and volunteers. 	
<p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> ▪ <u>Teach personal accountability.</u> All teachers develop ways to teach students value for personal accountability. Teachers look for 'teachable moments' that naturally occur throughout the day. ▪ <u>Teachers use student discipline as an opportunity to teach.</u> Teachers use natural consequences and utilize these moments to instruct students about choices and consequences. Standards of conduct are clear and consistent. (Rules & Reasons) ▪ <u>Teachers publicly praise and recognize students</u> for diligence, effort, attitude and academic accomplishment. ▪ <u>Teachers model appropriate behaviors</u> and create an environment where students encourage and positively monitor each other. 	
<p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> ▪ <u>Teachers model respect and responsibility</u> to maintain a clean, safe and orderly environment in their classrooms and school. 	

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HARBOR METHOD™ EXPECTATIONS FOR TEACHING & LEARNING DOMAIN 3: INSTRUCTION

Harbor Method™ Expectations	Teacher Self-Assessment
<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> ▪ <u>Teachers have high expectations</u> for high quality instruction everywhere, every day, by everyone. ▪ <u>Teachers teach clear expectations</u> for student performance and conduct, and anticipate and address possible student misunderstanding. ▪ <u>Teachers adhere to the concept boards</u> to maintain fidelity to curriculum design. ▪ <u>Teachers make purpose of lesson or unit clear</u> and how it fits into broader learning objectives. ▪ <u>Teachers use direct instruction</u> during concept boards. Other instructional methods are used as teachers match the specific learning objectives to the best instructional approach. 	
<p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> ▪ <u>Teachers design their instruction to ensure challenging content,</u> proficiency in skill and determination of best effort as the foundation for critical thinking habits. ▪ <u>Teachers use consistency, coherence and creativity</u> to promote learning for students. ▪ <u>Teachers are leaders of instruction.</u> They make instructional decisions based on the cognitive level of learning expected for the specific objective(s). ▪ <u>Teachers create a secure classroom environment</u> for students to take academic risks and that encourage engagement for all students. 	
<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> ▪ <u>Teachers ensure that students can articulate what they are learning.</u> They know what they are expected to learn which contributes to their active engagement and success. They are cognitively engaged in activities and assignments. 	

Harbor Method™ Expectations	Teacher Self-Assessment
<ul style="list-style-type: none"> ▪ <u>Teachers create the school and class environment</u> to foster internal motivation and satisfaction to engage them. ▪ <u>Teachers ensure materials and resources are suitable to instructional purposes and engage students as designed by the Harbor Method.</u> 	
<p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> ▪ <u>Teachers use assessments that are aligned to what is taught.</u> Assessments are used as timely feedback to students, teachers and parents. Students make use of feedback to assess and monitor the quality of their work and make active use of that information in their learning. ▪ <u>Teachers make students aware of criteria and performance standards.</u> Students know how their work will be evaluated. ▪ <u>Teachers are adaptive to the needs of students.</u> They see mistakes as a teaching opportunity and teach students to see mistakes as a learning opportunity. They are transparent about their own mistakes, modeling the learning opportunity. ▪ <u>Teachers make active use of assessments.</u> Teachers systematically elicit diagnostic information from students regarding their understanding and to monitor progress of entire class, as well as individual students. 	
<p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> ▪ <u>Teachers help students learn to persevere</u> towards mastery of their learning. They are not afraid to try and understand mistakes are for learning. Teachers encourage students with- “ Don’t worry –if you don’t get it today ,you will get it tomorrow!” ▪ <u>Teachers are problem solvers.</u> They monitor student learning and create ways to meet needs of students. They direct the role of the paraprofessionals and utilize resources to support student learning. ▪ <u>Teachers utilize parent volunteers</u> to support student learning. Teachers direct parents who are available to volunteer their skills and talents in their child’s classroom. ▪ <u>Teachers are relentless in enhancing learning.</u> They persist in seeking effective approaches, strategies and opportunities within the Harbor Method framework to help build on student outcomes and successes. 	

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HARBOR METHOD™ EXPECTATIONS FOR TEACHING & LEARNING DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Harbor Method™ Expectations	Teacher Self-Assessment
<p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ <u>Teachers thoughtfully and continually assess instructional effectiveness</u> and the effects on student learning. They adjust, review and support learning so that each student experiences success and builds a mindset for performing well. 	<p><i>Per Idaho Code, 67% of this evaluation's results are based on documentation related to Professional Practice. In addition to your videotaped submission, principal observations, including the mid-year teacher observation rubric, and student input from the annual Advanc-Ed student survey, use this section (and elsewhere in the evaluation as appropriate) to add any additional information you would like regarding Professional Practice.</i></p>
<p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> ▪ <u>Teachers maintain and manage essential information</u> related to student performance, progress and growth. 	
<p>4c: Communicating with Families</p> <ul style="list-style-type: none"> ▪ <u>Teachers communicate proactively and regularly</u> with parents regarding the performance of their child. Response to concerns is handled professionally and sensitively. ▪ <u>Teachers seek parent volunteers</u> and use them effectively as additional adult classroom supports to students. ▪ <u>Teachers use Harbor Method™ practices</u> to engage families in their child's education. 	
<p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> ▪ <u>Teachers working together</u> to perfect the school, their instruction and student learning is expected, encouraged and self-directed. This leadership on the part of teachers is promoted and encouraged to problem solve and innovate programs as needed for students. ▪ <u>Teachers contribute to the quality</u> of the school community. They take initiative, volunteer as needed and support their colleagues, the principal and the school board in a mutual purpose. ▪ <u>Teachers model positive staff relations</u> to demonstrate to students positive professional workplace traits while encouraging continued support of a positive working environment where teachers, staff, administrators know, communicate, interact, and get along professionally with each other. 	
<p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> ▪ <u>Teachers expect and seek feedback</u> from one another and the 	

Harbor Method™ Expectations	Teacher Self-Assessment
<p>principal. They know that feedback is part of the learning process.</p> <ul style="list-style-type: none"> ▪ <i>Teachers direct their professional development.</i> Teachers fully participate in school-provided professional development. Teachers pursue advanced degrees and professional development experiences that are aligned to the Harbor Method™ and that will advance their school. 	
<p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> ▪ <i>Teachers conduct reflects the highest standard of integrity.</i> They understand their role as adult models for youth and in the community. 	

Evidence/Documentation provided by teacher (check documentation provided):

<p>ISAT Growth %s from fall to spring, math, ELA – show % proficient, % near grade level, & % making adequate growth.</p> <ul style="list-style-type: none"> ■ If entire class is proficient, % of adequate growth not necessary. ■ If nearly all students proficient (80% or better), % of adequate growth not necessary. ■ Science teachers: ISAT growth %s from fall to spring ■ Optional: % of students who score above or at-near grade level on at least 2 ISAT interim tests. 	
<p>IRI Growth Chart (K-3) – fall to spring, as well as:</p> <ul style="list-style-type: none"> ■ % of students in your class who scored below proficient on Fall IRI who gained at least one performance category on Spring IRI. 	
<p>Weekly Concept Test growth – first- week’s test, tested 1st week and again the last week in May</p>	
<p>Teacher-determined growth measure (especially for non-ISAT or IRI-tested subjects) – show at a minimum, % of students that met course’s measureable student achievement targets or success indicators determined by teacher’s assessment tool.</p>	
<p>SAT/ACT Outcomes</p>	
<p>Graduation Rates</p>	
<p>Go-on Rates – found at https://boardofed.idaho.gov/resources/district-go-on-rates-for-2021-22-plans/</p>	
<p>Professional Development Courses completed</p>	
<p>Idahoschools.org outcomes</p>	
<p>List of school activities in which teacher participated</p>	
<p>Safe Classroom Data (teacher-derived measure)</p>	
<p>Other:</p>	