



Educator Effectiveness Model

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Evaluation committee members: Dr. Melinda Browne, Don Fournier, Stephanie Martitz, Caroline Peinado, Lindsey Samson, Lauren Sroka, Lena Vitagliano,

Maine Virtual Academy Educator Effectiveness Model



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1. MEVA Mission and Vision

a. Mission

Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum, and educational tools and resources to provide a high learning experience for grade 7-12 students who need quality alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs. MEVA's rigorous curriculum is aligned to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards.

b. Vision

MEVA will be a leading 21st-century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, postsecondary readiness, and the demonstration of 21st-century skills such as critical thinking, problem-solving, and self-direction. MEVA will empower students to acquire the academic and life skills needed to succeed in postsecondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

2. Beliefs and Goals

The Maine Virtual Academy community collectively believes the following:

All students...

- thrive in a safe, nurturing, and developmentally appropriate/challenging environment,
- have the ability to learn,
- learn and demonstrate their understanding in different ways and at different rates,
- learn best when actively engaged and invested in their learning, and
- make mistakes as part of the learning process, and want to be successful.

Effective Teachers will...

- communicate high expectations for all students,
- engage students in multiple and differentiated learning opportunities,
- teach to and provide feedback on specific goals,
- support the academic, emotional, and social development of students, and
- embrace feedback and improve practice through reflection, collaboration, and continued education.

Successful schools, families, and communities will...

- put students first,
- partner in educating students for the future,
- maintain a safe and supportive environment for all members,
- communicate frequently, honestly, and respectfully, and
- support continued professional growth.

Our core belief statements guide the development and implementation of Maine Virtual Academy's revised Educator Effectiveness Model in response to requirements outlined in Maine's updated statute governing teacher effectiveness (Chapter 508 of Title 20-A). To maximize the unique potential of each of our students, teachers and administrators must strive to inspire one another, set measurable and strategic goals, share best practices, and collectively support professional growth. This document outlines the specific methodology we will employ to accomplish our collective goal of continuous improvement as a learning community.

3. Overview of the Educator Effectiveness Model - Teacher

This Educator Effectiveness Model - Teacher outlines evaluation methodology for school administrators and outlines the evaluation process and protocols for teachers. All teachers will be engaged in the following:

- Self-assess on standards and domains of educator effectiveness and reflect on professional practice.
- Set measurable and strategic (SMART) goals related to instructional and professional practice.
- Collaborate with colleagues to share effective practices and support the achievement of goals set.
- Communicate progress and document performance through a collaborative observation model, submission of professional artifacts, and specific, ongoing feedback related to professional growth.
- Maintain an outcome-oriented, growth mindset focus: teachers function within a supportive network to maximize the educational experience for every student.

The Maine Virtual Academy Educator Effectiveness Model - Teachers strives to enhance professional practice through a comprehensive and varied methodology of formative and summative feedback. All teacher evaluation cycles are defined by similar components: annual SMART goal setting, collegial peer coaching, walk-through feedback/mini-observations and formal observation feedback, review of digital platform and artifacts of professional practice, rubrics, and overall ratings. Each of these components is part of evaluation cycles for new to MEVA and novice teachers and returning and experienced teachers. Outlined below is a brief description of each component.

4. SMART Goal Setting and Checklist

Professional Growth SMART Goal: Teachers conduct a self-assessment utilizing the Educator Effectiveness - Teacher Rubric with input from their colleagues and/or supervisor and identify areas in which they would like to grow professionally. The domains and standards of effective teaching as outlined in the Educator Effectiveness - Teacher Rubric will serve as a guiding document for the self-assessment and professional practice SMART goal. Based on this assessment, each teacher will

draft a SMART goal (See Appendix for Template) focused on an individual professional development objective. Once the goal has been identified, each teacher will outline action steps to achieve the desired result/professional growth-related outcome. Once SMART goals have been completed and written, they are submitted to the teacher's primary administrator/evaluator.

A complete SMART Goal will include all of the following:

- The goal statement meets SMART goal criteria and is particularly relevant to critical achievement needs and specific strategic needs of the school.
- The goal is aligned with School Performance Standards and can serve as a model/exemplar for other teacher-generated SMART goals.
- Strategic action steps are well developed, are clearly articulated, promote deeper learning in the classroom, set benchmarks to monitor progress, and encourage sharing of best practices.
- All action steps are completed in the time frame specified.

5. Evaluation Methods

a. Walk Through Feedback / Mini-Observations

Evaluators will conduct unannounced mini-observations (designed to be a minimum of 10-15 minutes long), during a school year. Shorter, more frequent observations intend to attain an overview of the teacher's professional practice. The teacher will receive feedback at least once per semester. The domains and standards from the Framework for Teaching Rubric and identified SMART goals will act as guiding documents as evaluators and teachers discuss feedback from mini-observations. Walkthrough feedback template available in Appendix.

b. Announced Observations

New to MEVA and novice teachers or returning and experienced teachers on a corrective action plan will receive a minimum of one full period announced observation along with a pre and post-conference with an administrator. Teachers and evaluators will meet ahead of time to discuss specific learning targets, methodology for assessing student learning, and feedback goals for the observed lesson. Following the observation, the evaluator and teacher will meet for a post-conference reflection and sharing of observation notes. Framework for Teaching Rubric and SMART goals will serve as guiding documents in framing feedback and goals going forward.

c. Collegial Peer Coaching (optional)

As part of all evaluation cycles, teachers may seek out ways to tap into the knowledge and expertise of colleagues to share best practices and support their professional practice SMART goal. Effective methodologies for peer coaching include peer observations focused on a specific instructional strategy, collegial conversation focused on a targeted problem of practice, and/or conducting a lesson review. Any collegial observation notes should be shared with the evaluator/administrator before the spring summative evaluation.

d. Review of Digital Platform

A review of each teacher's course shell(s) will be conducted one time per year. Constructive feedback relative to content, curriculum mapping continuity, ease of access/aesthetics, and school-wide cohesiveness in format will be provided (See appendix).

e. Artifacts

Teachers will have the opportunity to submit, up to 2 per domain, artifacts of professional practice to evaluators to assist in providing evidence towards the standards of effective teaching difficult to demonstrate in a classroom observation setting. Artifacts assist evaluators and teachers in drafting more comprehensive and meaningful formative/summative assessment reports by providing evidence attached to specific domains and standards outlined in Educator Effectiveness - Teacher Rubric. They can include:

1. Descriptions of unit and lesson plans
2. Meeting notes/agendas from a peer coaching lesson study
3. Description of a school/community event, i.e. science fair, poetry reading, interdisciplinary project, virtual field trip
4. Emails to and from parents/families
5. Descriptions of professional development activities

Submitted artifacts can also serve as evidence documenting the completion of SMART goal action steps.

6. Domains and Standards of Effective Teaching

Evaluators and teachers (within the appropriate Educator Effectiveness - Teacher Cycle) will conference to review the summative evaluation report, a document evaluating performance across all domains and standards of effective teaching as defined in the Framework for Teaching.

The Teacher Summative Evaluation Report (See Appendix) will outline evidence supporting performance ratings in each domain area. Evidence to include written observation reports (mini-observations/walkthroughs and announced observations), and any submitted artifacts of professional practice will be used to support evaluative judgments across the domains.

a. Summative Evaluation Rating (SER)

A performance rating utilizing the Educator Effectiveness - Teacher Rubric will be calculated using the overall Summative Evaluation Rating within one of four categories:

Summative Effectiveness Rating (SER):

(1+) Undeveloped:

- Not yet there
- Limited understanding
- Demonstrates minimal skills

(2+) Developing:

- Emerging

- Partial understanding
- Demonstrates some skills but needs improvement
- (3+) Proficient:
 - Well-versed/Skillful/Capable
 - Adequate understanding
 - Demonstrates solid skills
- (4) Exemplary:
 - Progressive
 - Exceptional understanding
 - Demonstrates outstanding skills

b. Educator Effectiveness Rubric -Teacher (See Appendix)

The Educator Effectiveness Rubric - Teacher is used to assess and evaluate teachers' performance in various domains of their professional practice. It provides an objective framework for measuring the effectiveness of teachers in planning and preparation, the creation of a positive classroom environment, the provision of quality instruction, and the fulfillment of professional responsibilities.

7. Teacher Evaluation Cycles

a. New to MEVA and novice teachers (first three years of full-time employment in a certified role):

- One-year evaluation cycle.
- SMART Goal Set by teacher: minimum of - 1 professional growth goal.
- SMART Goal approved by Administrator.
- Minimum of 4 Walk-Throughs/Mini-Observations - 10 minutes or longer with documented written feedback.
- Minimum of 2 full-period announced observations along with pre and post-conference, December/January and April/May.
- 1-2 instances of Collegial/Peer Coaching related to professional growth SMART goal
- Review of Digital Classroom
- Artifacts of professional practice (optional or as requested) submitted to the primary evaluator for inclusion in summative performance evaluation.
- Summative Effectiveness Rating evaluation (Rubric) completed by May 1st.

b. Experienced Teacher - First Year at MEVA

- One-year evaluation cycle.
- SMART Goal Set by teacher: minimum of - 1 professional growth goal.
- SMART Goal approved by Administrator.
- Minimum of 5 Walk-Throughs/Mini-Observations - 10 minutes or longer with documented written feedback.
- Minimum of 1 full-period announced observation along with pre and post-conference.

- Optional 1-2 instances of Collegial/Peer Coaching related to professional growth SMART goal
- Review of Digital Classroom
- Artifacts of professional practice (optional or as requested) submitted to the primary evaluator for inclusion in the summative performance evaluation.
- Summative Effectiveness Rating evaluation (Rubric) completed by May 1st.

c. Experienced MEVA Teacher with an SER of 1+

- Mid-year and End of year evaluation cycle.
- SMART Goal Set by teacher: minimum of - 1 professional growth goal.
- SMART Goal approved by Administrator.
- A corrective action plan will be created, the length of the improvement plan will be confirmed, specific action steps will be outlined to improve performance, and benchmarks for monitoring improvement will be identified. Administrators will establish goal(s) with teachers targeted to areas of improvement.
- Minimum of 5 Walk-Throughs/Mini-Observations - 10 minutes or longer with documented written feedback.
- Minimum of 2 full-period announced observations along with pre and post-conference to be held in December/January or April/May.
- 1-2 instances of Collegial/Peer Coaching related to professional growth SMART goal
- Review of Digital Classroom/Artifacts of professional practice submitted to the primary evaluator for inclusion into summative performance evaluation.
- Summative Effectiveness Rating evaluation (Rubric) completed by December 1st and May 1st.

d. Experienced MEVA teacher with an SER of 2+

- One-year evaluation cycle.
- SMART Goal Set by teacher: minimum of - 1 professional growth goal.
- SMART Goal approved by Administrator.
- Directed growth plan created with specific action steps based on the previous year's SER.
- Minimum of 5 Walk-Throughs/Mini-Observations - 10 minutes or longer with documented written feedback.
- Minimum of 2 full-period announced observations along with pre and post-conference to be held in December/January or April/May.
- 1-2 instances of Collegial/Peer Coaching related to professional growth SMART goal
- Review of Digital Classroom
- Artifacts of professional practice (optional or as requested) submitted to the primary evaluator for inclusion in the summative performance evaluation.
- Summative Effectiveness Rating evaluation (Rubric) completed by May 1st.

e. Experienced MEVA teacher with an SER of 3+

- Three-year evaluation cycle.
- SMART Goal Set by teacher: minimum of - 1 professional growth goal.

- SMART Goal approved by Administrator.
- Minimum of 3 Walk-Throughs/Mini-Observations - 10 minutes or longer with documented written feedback.
- Optional 1 full-period announced observations along with pre and post-conference.
- Offer Collegial/Peer Coaching to colleagues
- Review of Digital Classroom
- Artifacts of professional practice (optional or as requested) submitted to the primary evaluator for inclusion in the summative performance evaluation.
- Summative Effectiveness Rating evaluation (Rubric) completed by May 1st.

8. Evaluation Timeline

August	Teachers complete the Educator Effectiveness Rubric - Teacher and based on reflection will develop and submit to administration a SMART goal utilizing the established SMART Goal Template available in the Appendix of the Educator Effectiveness Model - Teacher. Newly hired teachers are assigned their Evaluation Cycle.
September	Evaluators review and rate teacher course shells using the Brightspace Course Shell Rubric (see appendix) Teachers set at least one SMART goal related to professional growth. A series of strategic action steps are outlined to achieve the goals. Teachers and evaluators meet to finalize and confirm professional growth SMART goal(s) and strategic action steps.
November/ January	Mini-observations/walkthroughs and/or announced observations are conducted as determined by the Evaluation Cycle; professional artifacts are determined and gathered (optional); peer observations are conducted (optional).
December/ January	Post-observation feedback meetings are conducted based on the Evaluation Cycle. SMART goal progress review will also be conducted.
February	Conference/consult with the evaluator to monitor the progress of SMART goal(s) as determined by the Evaluation Cycle.
March	Mini-observations/walkthroughs and/or announced observations are conducted as determined by the Evaluation Cycle; professional artifacts are determined and gathered (optional); peer observations are conducted (optional).
April/May	Post-observation feedback meetings are conducted based on the Evaluation Cycle. A Smart goal(s) progress review will also be conducted.
May	Summative Effectiveness Rating completed by evaluators and teachers; conference between evaluator and teacher held; professional artifacts submitted (optional); peer observations, if conducted, will be shared with Evaluator. SMART Goal Rubric is reviewed to evaluate the level of success in meeting the established SMART Goal.
June	Teacher Summative Evaluation Report added to Teacher files.

Fall Teacher Timeline Checklist:

- Training/Review of MEVA Educator Effectiveness Model
- Complete Educator Effectiveness Rubric
- Write Annual Goal(s)

9. Training for Teachers

Each school year, teachers will be trained on all components of the Educator Effectiveness Model - Teacher. Schoolwide professional development resources and time are committed to every stage of the evaluation cycle, from SMART goal setting in the fall, to summative/formative evaluation meetings in the late spring. School leaders and peer evaluators collaborate and share best practices. School administrators collaborate with respect to classroom observations, evaluation narratives, analysis of SMART goal action plans, and synthesis of submitted professional artifacts from teachers. Working together as a leadership team promotes collaboration and lends greater credibility to the performance evaluation process.

Training Timeline

June/July

- Returning teachers will be provided a copy of the Maine Virtual Academy's (MEVA) Educator Effectiveness Model - Teacher for their review.
- Primary evaluators will train and collaborate on the review of domains and standards of the rubric, and how to document performance relative to the rubric during classroom visits and mini-observations to establish inter-rater reliability across all evaluation occurrences. Evaluators will also train on delivering feedback following a mini-observation or an announced observation with a pre and post-conference.

August/September:

- Newly hired teachers will be provided a copy of the Maine Virtual Academy's (MEVA) Educator Effectiveness Model -Teacher for their review.
- Each fall, MEVA Faculty/Staff will be provided training on all aspects of the MEVA Educator Effectiveness Model - Teacher
 - New hires will receive "live" training on the process
 - Returning teachers will complete a course review via the Vector platform

November/March

- Monthly Professional Development focused on one Domain from the Framework for Teaching will be explicitly presented to ensure full understanding of effective teacher practices.

10. Appendix

Educator Effectiveness Rubric - Teacher Performance Rating

Adapted from Danielson, Charlotte. *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*.

Teachers will begin the evaluation process by ranking themselves on each of the standard indicators in the four domains of effectiveness. Upon reflection of their ratings, teachers will develop their professional SMART goal(s). Toward the end of the teachers' evaluation process, evaluators will complete this rubric, along with other components of the Educator Effectiveness Model - Teacher to determine the yearly Summative Evaluation Rating (SER) by adding all Standard Indicator numbers together and dividing by 17. This number, between 1 and 4, will determine which Educator Evaluation Cycle - Teacher category the teacher will fall under (see #7 Teacher Evaluation Cycles above).

Domain 1: Planning and Preparation

Standard Indicator 1.1 Demonstrates knowledge of content and pedagogy			
Virtual benchmark: The teacher uses virtual pedagogy that is appropriate for effective instruction in their content area and/or grade level.			
1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> The teacher's plans and practice display little knowledge of course mapping curriculum, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	<input type="checkbox"/> The teacher's plans and practice reflect some awareness of the important concepts in course mapping curriculum, prerequisite relationships between them, and the instructional practices specific to that discipline.	<input type="checkbox"/> The teacher's plans and practice reflect solid knowledge of course mapping curriculum, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	<input type="checkbox"/> The teacher's plans and practice reflect extensive knowledge of course mapping curriculum and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Standard Indicator 1.2 Demonstrates knowledge of students

Virtual benchmark: The teacher uses a variety of techniques, skills, activities to get to know their students in the virtual setting.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<p><input type="checkbox"/></p> <p>The teacher does not use a variety of techniques, skills, and activities designed to get to know their students. The curriculum is not culturally sensitive and students are not encouraged to participate.</p>	<p><input type="checkbox"/></p> <p>The teacher attempts a variety of techniques, skills, and activities designed to get to know their students. They incorporate a culturally sensitive curriculum that encourages some students to participate.</p>	<p><input type="checkbox"/></p> <p>The teacher uses a variety of techniques, skills, and activities to get to know their students. They create a supportive, inclusive, and culturally sensitive curriculum that encourages most students to participate and use this understanding to support student learning progressions.</p>	<p><input type="checkbox"/></p> <p>The teacher consistently uses a wide range of techniques, skills, and activities to learn more about their students. They create a supportive, inclusive, and culturally sensitive curriculum that encourages students to actively participate and use this understanding to support individual student learning progressions.</p>

Standard Indicator 1.3 Designs coherent instruction

Virtual benchmark: Evidence of varied virtual activities. The teacher maintains instructional programming consistent with best practices providing students within a predictable learning routine and environment.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<p><input type="checkbox"/></p> <p>The designed learning activities are poorly aligned with the instructional outcomes and do not represent a coherent structure. The experiences and resources are suitable for only a few students.</p>	<p><input type="checkbox"/></p> <p>The designed learning activities demonstrate partial alignment with instructional outcomes. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p><input type="checkbox"/></p> <p>The teacher designs learning activities, modifies instruction per the IEP/504, and selects resources suitable for diverse learners that are aligned with the instructional outcomes. The lesson or unit has a clear and sequential structure with specific attention to support most students and resources.</p>	<p><input type="checkbox"/></p> <p>The teacher coordinates knowledge of content, of students, and of resources to design learning activities aligned to instructional outcomes, varied where appropriate to make them suitable for most students and resources.</p>

Domain 2: The Classroom Environment

Standard Indicator 2.1 Creates an environment of respect and rapport

Virtual benchmark: The teacher continues to model cultural competency and awareness within their virtual classroom.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> Classroom interactions, between and among the teacher and students do not take into account students' culture and development. Students are not willing to take risks.	<input type="checkbox"/> Classroom interactions between teachers and students are generally caring, respectful, and appropriate to students' culture and development. The teacher encourages polite and respectful student interactions where some students are comfortable and willing to take risks.	<input type="checkbox"/> Classroom interactions between teachers and students are caring, respectful, and appropriate to students' culture and development. The teacher encourages polite and respectful student interactions where most students are comfortable and willing to take risks.	<input type="checkbox"/> Classroom interactions between teachers and students are sensitive to students' culture and levels of development. Students consistently take risks without hesitation. Students feel safe to take responsibility for upholding a positive classroom environment.

Standard Indicator 2.2 Managing Student Behavior

Virtual benchmark: The teacher monitors various online discussions, chats, collaborative assignments, etc. during instruction and appropriately addresses unacceptable and insensitive synchronous or asynchronous behaviors/interactions.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> There is no evidence that expectations for behavior have been established and there is little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	<input type="checkbox"/> Expectations appear to have been established by the teacher. The teacher tries, with uneven results, to monitor behavior and respond to misbehavior.	<input type="checkbox"/> Expectations for behavior appear to be clear to students, and the teacher monitors student behavior against those expectations. The teacher's response to student misbehavior is consistent, appropriate, and respects student dignity.	<input type="checkbox"/> Expectations for behavior are clear with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student's misbehavior is sensitive to individual student needs. Students take an active role in monitoring the expectations for their learning.

Domain 3: Quality Instruction

Standard Indicator 3.1 Communicates with students

Virtual Benchmark: The teacher effectively uses the Digital Platform and Resources along with various online tools to communicate with students in both synchronous and asynchronous environments.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<p><input type="checkbox"/> Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of oral and written language contains errors or is inappropriate for students' cultures or levels of development.</p> <p><input type="checkbox"/> The Brightspace homepage lacks visual appeal, with a layout that does not engage the student. The balance between visuals and words is poor. The text on the Brightspace classroom and homepage is unclear, lengthy, or difficult to read. Font sizes and styles hinder readability. Navigation to content, quizzes, and resources is poor. The organization is confusing, making it difficult for students to find what they need. Few or none of the "Work-to-do", "Meet the Teacher Team", Calendar, Announcement, Activity Feeds are properly displayed and not readily accessible.</p>	<p><input type="checkbox"/> Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of oral and written language is correct but may not be completely appropriate for students' cultures or levels of development.</p> <p><input type="checkbox"/> The Brightspace homepage has some visual appeal, but the layout could be more engaging. The balance between visuals and words is somewhat uneven. The text is somewhat clear, concise, and easy to read. Some font sizes and styles enhance readability. Limited ease of navigation to content, quizzes, and resources. The organization is somewhat confusing, making it challenging for students to find what they need. Some of the "Work-to-do", "Meet the Teacher Team", Calendar, Announcement/ Activity Feeds are displayed and accessible on the Brightspace classroom and homepage, but not prominently.</p>	<p><input type="checkbox"/> Expectations for learning, directions and procedures, and explanations of content are clear to students. Oral and written language is appropriate for students' cultures and levels of development.</p> <p><input type="checkbox"/> The teacher's Brightspace homepage is visually appealing, using a layout that captures the student's attention. The balance between visuals and words is good, creating an inviting atmosphere. The text is mostly clear, concise, and easy to read with most font sizes and styles that allow for readability. Navigation to content, quizzes, and resources is evident. The organization is mostly logical and intuitive, allowing students to find what they need with some effort. Most of the "Work-to-do", "Meet the Teacher Team", Calendar, Announcement, Activity Feeds are displayed and mostly easily accessible.</p>	<p><input type="checkbox"/> Expectations for learning, directions, procedures, and explanations of content are clear to students. The teacher's oral and written language is clear, expressive, and positive and extends students' vocabularies, is appropriate to students' cultures and levels of development, and anticipates possible student misunderstandings.</p> <p><input type="checkbox"/> The teacher's Brightspace homepage is visually appealing, using a creative and engaging layout that immediately captures the student's attention. The balance between visuals and words is excellent, creating an inviting atmosphere. The text is clear, concise, and easy to read with appropriate font size/styles that enhance readability. Easy navigation to content, quizzes, and resources is consistent. Organization is logical and intuitive, allowing students to find what they need quickly and efficiently. The "Work-to-do", "Meet the Teacher Team", Calendar, Announcement, Activity Feeds are prominently displayed and easily accessible.</p>

Standard Indicator 3.2 Uses questioning and discussion techniques to promote higher-level thinking

Virtual Benchmark: The teacher uses discussion boards (e.g. collaborative Google Docs, Padlet, PearDeck, etc.) along with other supplemental materials to encourage higher-level thinking.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. A few students dominate the discussion.	<input type="checkbox"/> Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage students in the discussion are only partially successful.	<input type="checkbox"/> Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Most students are provided the opportunity to participate in the discussion, with the teacher stepping aside when appropriate.	<input type="checkbox"/> The teacher's questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions, assume responsibility for the discussion, initiate topics, and ensure that student voices are heard.

Standard Indicator 3.3 Engages students in meaningful learning

Virtual benchmark: The teacher designs synchronous and self-paced instruction to actively engage students in the learning process. The amount of time spent in synchronous learning is appropriate to the needs of the learner. Self-paced instruction encourages critical thinking, has elements of student choice, and is varied to meet the needs of the learner(s).

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> Activities, assignments, materials, and groupings of students are inappropriate for the instructional outcomes for students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	<input type="checkbox"/> Activities, assignments, materials, and resources are somewhat appropriate for the instructional outcomes for students' cultures or levels of understanding, resulting in partial intellectual engagement. The lesson has a recognizable structure but is not consistently followed. Pacing of the lesson is inconsistent.	<input type="checkbox"/> Activities, assignments, materials, and resources are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Most students are provided the opportunity to engage in work of a high level of rigor. The lesson's structure is coherent, with an appropriate pace.	<input type="checkbox"/> Students, throughout the lesson, are highly intellectually engaged in significant learning and contribute to the activities, and selection of learning and resource materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Standard Indicator 3.4 Uses assessment in instruction is both summative and formative

Virtual benchmark: Formative and summative assessment via instructional technology is seamlessly embedded in classroom pedagogy (e.g. EdPuzzle, Kahoot, Quizlet, PearDeck, Google Forms, Padlet, IXL, NoRedInk, NewsELA, ReadWorks, etc.)

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<p><input type="checkbox"/></p> <p>Assessment is not used in instruction, either through teacher monitoring of progress or student self-assessment. Teacher feedback to students is poor quality and not timely. Students are not aware of the assessment criteria used to evaluate their work.</p>	<p><input type="checkbox"/></p> <p>Assessment is occasionally used in instruction, through some monitoring of the progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p><input type="checkbox"/></p> <p>Assessment is regularly used in instruction, through self-assessment by students, and monitoring of the progress of learning by the teacher and/or students. Students are fully aware of the assessment criteria used to evaluate their work. Teacher feedback to students is timely and high quality.</p>	<p><input type="checkbox"/></p> <p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.</p>

Standard Indicator 3.5 Demonstrates flexibility and responsiveness

Virtual benchmark: The teacher develops online activities that are varied to meet the needs of the learners. The teacher is available to meet with student(s) to answer questions, remediate, or enrich learning. As appropriate, students are provided a choice in how they want to demonstrate their learning.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<p><input type="checkbox"/></p> <p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside students' questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p><input type="checkbox"/></p> <p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of instructional strategies to draw upon.</p>	<p><input type="checkbox"/></p> <p>The teacher promotes the successful learning of most students, adjusting instruction plans as needed and accommodating student questions, needs, and interests by using a broad repertoire of instructional strategies.</p>	<p><input type="checkbox"/></p> <p>The teacher promotes the successful learning of all students, adjusting instructional plans as needed. The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

Domain 4: Professional Responsibilities

Standard Indicator 4.1 Reflects on teaching and lesson effectiveness

Virtual benchmark: The teacher continues to self assess effectiveness of their instruction in a virtual classroom

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	<input type="checkbox"/> The teacher's reflection is more subjective than objective and does not cite specific evidence of student learning. The teacher recognizes improvement is needed but has limited strategies to improve the lesson.	<input type="checkbox"/> The teacher reflects on the effectiveness of the lesson based on student learning. The teacher identifies the need for specific alternative instructional options for future teaching. The teacher may make some specific adjustments to improve the lesson.	<input type="checkbox"/> The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence based on student learning. The teacher draws on an extensive repertoire to suggest alternative strategies as to how the lesson might be improved.

Standard Indicator 4.2 Maintains accurate records

Virtual benchmark: The teacher's digital classroom is up-to-date and well organized to ensure that students have full awareness of their learning progression.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion. Grading of assignments and assessments are not completed within a reasonable timeframe. Students are unaware of their learning progression.	<input type="checkbox"/> The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective. Grading of assignments and assessments are inconsistent and not timely. Students are somewhat aware of their learning progression.	<input type="checkbox"/> The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and align school grading and progress monitoring policy/procedures. Grading of assignments and assessments are completed in a timely fashion -within 5-7 days of the due date. Students are mostly aware of their learning progression.	<input type="checkbox"/> The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and align with the school grading and progress monitoring policy/procedures. Grading of assignments and assessments are current -within 3 days of the due date. Students are aware of their learning progression.

Standard Indicator 4.3 Communicates with families

Virtual benchmark: The teacher effectively uses multiple and most effective modalities (email, phone, text) to communicate with students and parents/learning coaches.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<p><input type="checkbox"/></p> <p>The teacher's communication with families about the instructional program is nonexistent. The teacher makes no attempt to engage families about individuals.</p> <p>Communications are not logged/recorded in the appropriate manner (i.e. contact log, student information system (SIS)).</p>	<p><input type="checkbox"/></p> <p>The teacher has limited communication with families about the instructional program. The teacher makes sporadic attempts to engage families about individual student progress.</p> <p>Some communications are logged/recorded in the appropriate manner (i.e. contact log, student information system (SIS)).</p>	<p><input type="checkbox"/></p> <p>The teacher frequently provides information about the instructional program and makes an effort to engage families about individual students.</p> <p>Most communications are logged/recorded in the appropriate manner (i.e. contact log, student information system (SIS)).</p>	<p><input type="checkbox"/></p> <p>The teacher frequently provides information about the instructional program and consistently makes an effort to engage families about individual student progress.</p> <p>All communications are logged/recorded in the appropriate manner (i.e. contact log, student information system (SIS)).</p>

Standard Indicator 4.4 Participates in a professional community

Virtual benchmark: The teacher collaborates with colleagues in an effort to continually learn about best practices related to virtual teaching.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<p><input type="checkbox"/></p> <p>The teacher avoids participation in a professional community or in school and projects; relationships with colleagues are negative or self-serving.</p>	<p><input type="checkbox"/></p> <p>The teacher becomes involved in the professional community and in school events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p><input type="checkbox"/></p> <p>The teacher participates actively in the professional community in school events and projects. Professionalism is maintained with a view toward increased collaboration.</p>	<p><input type="checkbox"/></p> <p>The teacher makes a substantial contribution to the professional community and to school events and projects and assumes a leadership role among the faculty.</p>

Standard Indicator 4.5 Grows and develops professionally

Virtual benchmark: The teacher participates in professional learning opportunities to increase capacity related to teaching or other topics.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	<input type="checkbox"/> The teacher participates in professional development activities that are required but limit the integration into instructional practices. The teacher acknowledges with some reluctance feedback from supervisors and colleagues.	<input type="checkbox"/> The teacher participates in professional development and integrates into instructional practices as appropriate. The teacher acknowledges feedback from supervisors and colleagues.	<input type="checkbox"/> The teacher actively pursues professional development opportunities and implements new strategies. The teacher seeks feedback from supervisors and colleagues to improve instruction.

Standard Indicator 4.6 Demonstrates professionalism

Virtual benchmark: The teacher continues to demonstrate professionalism while working in the virtual environment.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
<input type="checkbox"/> The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to adhere to school regulations.	<input type="checkbox"/> The teacher has a sense of ethics and professionalism, but they show little initiative in gaining knowledge that would improve their ability to serve students. The teacher adheres to school regulations.	<input type="checkbox"/> The teacher demonstrates a high level of ethics and professionalism in dealings with students, parents, and colleagues and adheres fully to school regulations. The teacher works to ensure that most students receive a fair opportunity to succeed.	<input type="checkbox"/> The teacher uses their influence to support a high level of ethics and professionalism in dealings with students, parents, and colleagues. The teacher displays the highest standards of ethical conduct and takes a leadership role in ensuring that colleagues adhere to school regulations. The teacher is proactive in ensuring that nearly all students have a fair opportunity to succeed.

Maine Virtual Academy SMART Goal Template 2024/2025

The following is a template for use in developing your annual goal(s). Given your analysis of the rubric ratings, you are asked to reflect on the following questions:

1. In which component of the four Domains and corresponding Standard Indicators have you been most effective at achieving?
2. In which component of the four Domains and corresponding Standard Indicators do you see as area(s) of potential improvement and that you may want to focus your professional efforts/development on?
3. Which component (and element) within this stage will you prioritize next? What would success look like for you and your students?
4. How will you begin to learn more or grow in this area?

S - Specific/Strategic M - Measurable A - Achievable R - Results-oriented/ Relevant T - Time-bound	Use this template to compose individual SMART goals focused on improving your professional practice. Focus on defining a measurable desired outcome and then plan action steps that will take you there. Action steps outline strategic decisions necessary for achieving the goal. Description of action steps should include a rough timeline or series of target dates, and identify how evidence will be recorded or documented.
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Educator Name and Date:	
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Professional Growth Self-Assessment: Based on the Educator Effective Rubric - Teacher ratings and reflection, identify a professional area of growth/need/desire:

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SMART Goal Statement:

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Rationale:

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Strategic Decisions:

Action Step:	Timeline:

Educator self-reflection in meeting the SMART goal (May):

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Smart Goal Checklist

Evaluation of SMART goal: Educators will meet with their evaluator to confirm goal(s) and action steps according to the following criteria:

- The goal statement meets SMART goal criteria and is particularly relevant to critical achievement needs and specific strategic needs of the school.
 - S - Specific/Strategic
 - M - Measurable
 - A - Achievable
 - R - Results-oriented/ Relevant
 - T - Time-bound
- The goal is aligned to School Performance Standards.
- Strategic action steps are well developed, and clearly articulated, promote deeper learning in the classroom, set benchmarks to monitor progress, and encourage sharing of best practices.
- All action steps are completed in the time frame specified.
- Self-assessment completed with supporting evidence (May)

Sample SMART Goals - These are simply examples of how a SMART goal should be designed:

By the end of the 2024-2025 academic year, I aim to demonstrate a XY% increase, using formative data, in student mastery across standards compared to the previous year by revising and enhancing my course curriculum to ensure complete alignment with state assessment standards, including clear learning objectives and relevant instructional materials.

Regular reviews of student performance and curriculum adjustments will be conducted to maintain alignment and optimize learning outcomes.

By the end of the 2024-2025 academic year, I aim to enhance student learning experiences by implementing alternative learning pathways such as developing at least 2 project-based learning activities that align with the specified academic standards.

I will create engaging projects integrating multiple subjects and fostering critical thinking skills. Student performance and understanding will be assessed through rubrics and project outcomes. Supplementary curriculum resources, student-based interests, and various learning options will be incorporated to enrich project activities and assess outcomes. This will promote greater student engagement and a deeper understanding of the content.

By the end of the 2024-2025 academic year, I aim to enhance student learning of general knowledge and skills through weekly vocabulary instruction integrated across various content areas by implementing a weekly vocabulary instruction program that incorporates key terms and concepts across all subject areas and developing a curated list of relevant vocabulary words for each unit, ensuring alignment with curriculum standards, assessment terms, and learning objectives.

I will utilize engaging instructional strategies such as interactive games, multimedia resources, and real-world applications to reinforce vocabulary acquisition. Student progress will be measured bimonthly via formative and summative assessments and progress monitoring tools. I will solicit feedback from students, parents, and stakeholders to evaluate the impact of the weekly vocabulary instruction program and make data-driven adjustments for future implementation.

GE Walkthrough/Feedback Checklist

Educator:	Recording Date:	Time of Class:
<input type="checkbox"/> Live Class: Recording	Lesson Objective:	
Focus on Learners	Number of students scheduled for class:	
Student Engagement Number of students present in class: Number of Students engaged in chat: <input type="checkbox"/> Purposeful Engagement <input type="checkbox"/> Off-topic Engagement	Notes:	
Whole Class <input type="checkbox"/> Evidence of “I DO ~ WE DO ~ YOU DO” approach <input type="checkbox"/> Asking & Responding to Questions <input type="checkbox"/> Listening/note-taking <input type="checkbox"/> Participating in discussions orally <input type="checkbox"/> Participating in discussions via chat <input type="checkbox"/> Students Presenting Small Group or Paired <input type="checkbox"/> Collaboratively producing a product <input type="checkbox"/> Collaboratively problem-solving <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Students Presenting	Individual <input type="checkbox"/> Independently producing a product <input type="checkbox"/> Independent practice/application <input type="checkbox"/> Writing activities <input type="checkbox"/> Researching information Notes:	
Focus on Instructional Practices		
Differentiation <input type="checkbox"/> By Content: interest, readiness, style <input type="checkbox"/> By Process: variety of materials, flexible grouping, activities for all learning styles <input type="checkbox"/> By Product: students demonstrate mastery, student choice, ongoing formative assessment Check for Learning and Understanding <input type="checkbox"/> Verbal Questioning <input type="checkbox"/> Monitoring Student Practice <input type="checkbox"/> Total Group Response (whiteboard, show of hands, polls)	Level(s) of Student Work <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating Notes:	

<input type="checkbox"/> Writing to Learn Activity <input type="checkbox"/> Formative Assessments (warm-ups, bellwork, quizzes, polls, exit tickets)	
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<p>Instructional Materials/Technology</p> <input type="checkbox"/> Third Party Software (IXL, NoRedInk, Peardeck, etc.) <input type="checkbox"/> Technology equipment used to enhance lesson delivery (iPad, document camera, interactive whiteboards, etc.)	<p>Research-Based Strategies</p> <input type="checkbox"/> Summarizing and note-taking <input type="checkbox"/> Practice - Reinforcement of skills <input type="checkbox"/> Nonlinguistic representations <input type="checkbox"/> Explicit teaching <input type="checkbox"/> Metacognition <input type="checkbox"/> Setting objectives and providing feedback <input type="checkbox"/> Cuing, Questioning, and using advanced organizers
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Focus on Classroom/Brightspace Environment

<p>Brightspace Appearance (From Brightspace Course Shell Rubric using 1 to 4 scale)</p> <input type="checkbox"/> Flow of Information <input type="checkbox"/> Course Shell Design <input type="checkbox"/> Assessments <input type="checkbox"/> Accessibility <input type="checkbox"/> Standards Alignment <input type="checkbox"/> Instructional Practices <input type="checkbox"/> Standard Protocols	<p>Notes:</p>
<p>Classroom Management</p> <input type="checkbox"/> Routines and procedures are evident <input type="checkbox"/> Positive behavior is reinforced <input type="checkbox"/> Negative behavior is addressed <input type="checkbox"/> The teacher manages proactively and calmly <input type="checkbox"/> The teacher utilizes the camera and smiles <input type="checkbox"/> The teacher displays energy and enthusiasm <input type="checkbox"/> Time is used effectively and efficiently <input type="checkbox"/> Reinforcing efforts and providing recognition	
<p>Classroom Culture</p> <input type="checkbox"/> Respectful student-teacher relationships <input type="checkbox"/> Student comfortable sharing <input type="checkbox"/> Evidence of celebrating student success	

LEGEND: Evidenced Not Observed

SE / SDI Walk Through Feedback

Teacher:		Time of Class:	
Class/SDI Session:		Lesson/Session Objective:	
Focus on Learners		Number of learners scheduled for session:	
Student Engagement Number of students present in class: Number of students engaged in chat: <input type="checkbox"/> Purposeful Engagement <input type="checkbox"/> Off-topic Engagement <input type="checkbox"/> Teacher requires students to screen share		Whole Class <input type="checkbox"/> Evidence of “I DO ~ WE DO ~ YOU DO” approach Notes:	
<input type="checkbox"/> IEP Goal Focus Subject Area <input type="checkbox"/> Math <input type="checkbox"/> ELA <input type="checkbox"/> EF <input type="checkbox"/> Other	<input type="checkbox"/> GenEd coursework Focus Subject Area <input type="checkbox"/> Math <input type="checkbox"/> ELA <input type="checkbox"/> Other	Individual <input type="checkbox"/> Independently producing a product <input type="checkbox"/> Independent practice/application <input type="checkbox"/> Writing activities <input type="checkbox"/> Researching information Notes:	
Focus on Instructional Practices			
Varied methods utilized to reach learners <input type="checkbox"/> By Content: interest, readiness, style <input type="checkbox"/> By Process: variety of materials, flexible grouping, activities for all learning styles <input type="checkbox"/> By Product: students demonstrate mastery, student choice, ongoing formative assessment Check for Learning and Understanding <input type="checkbox"/> Variety of Questioning Techniques (multimodal) <input type="checkbox"/> Monitoring Student Practice <input type="checkbox"/> Response to a polling questions		Level(s) of Student Work <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying Notes:	<input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating
Instructional Materials/Technology <input type="checkbox"/> Third Party Software (IXL, NoRedInk, PearDeck, etc.) <input type="checkbox"/> Use of technology to ensure presentation of content <input type="checkbox"/> Slides, agenda, visuals, video Embedded Literacy <input type="checkbox"/> Writing across the curriculum		Research-based Instructional Strategies <input type="checkbox"/> Summarizing and note taking <input type="checkbox"/> Practice - Reinforcement of skills <input type="checkbox"/> Nonlinguistic representations <input type="checkbox"/> Explicit teaching <input type="checkbox"/> Metacognition	

<input type="checkbox"/> Reading in content area	<input type="checkbox"/> Setting objectives and providing feedback <input type="checkbox"/> Cuing, Questioning, and using advance organizers
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Focus on Classroom/Brightspace Environment

<p>Brightspace Appearance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Homepage colorful and inviting <input type="checkbox"/> Balance between visuals and words <input type="checkbox"/> Calendar sessions easy to access <input type="checkbox"/> Up-to-date Announcements posted <p>Classroom Culture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respectful student-teacher relationships <input type="checkbox"/> Student comfortable sharing <input type="checkbox"/> Evidence of celebrating student success 	<p>Classroom Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routines and procedures are evident <input type="checkbox"/> Positive behavior is reinforced <input type="checkbox"/> Negative behavior is addressed <input type="checkbox"/> Teacher manages proactively and calmly <input type="checkbox"/> Utilization of EdTech/Support Staff <input type="checkbox"/> Teacher utilizes camera and smiles <input type="checkbox"/> Teacher displays energy and enthusiasm <input type="checkbox"/> Time is used effectively and efficient <input type="checkbox"/> Reinforcing effort and providing recognition <p>Notes:</p>
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<p>SE Meeting preparedness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> IEP meeting note-taking prepared in advance <input type="checkbox"/> Data available to present <input type="checkbox"/> IEP goals/progress available <input type="checkbox"/> Evidence of Student Rapport and Connection 	<p>Communication with learners/families:</p> <p>Frequency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Consistent as needed 	<p>Style/mode:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emailing <input type="checkbox"/> Texting <input type="checkbox"/> Calls
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<p>IEP Development Process/Quality/Compliance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully aligned across all IEP components <input type="checkbox"/> Goals are relevant and supported by data <input type="checkbox"/> Classroom accommodations thorough and appropriate <input type="checkbox"/> IEP deadlines met <input type="checkbox"/> All IEP compliance due dates communicated well in advance 	<p>SE Paperwork Process/Quality/Compliance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Forms completed accurately, thoroughly and timely <input type="checkbox"/> IEP notetaking is complete and serves purpose of documenting meeting discussions/decisions <input type="checkbox"/> WN completed collaboratively and timely
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LEGEND: Evidenced Not Observed

Collegial Observation Feedback

Observer:	Teacher Observed:	Date:	Subject:

1. Focus on Curriculum

1a. What is the learning objective?

Objective:

1b. Learning objective is evident to the students:

Evident	Not Evident			

1c. Learning objective on target for grade-level standards:

Yes	No			

2. Focus on Instruction "I DO"

2a. Identify instruction practices

Coaching	Modeling	Teacher-directed Q and A		
Discussion	Presentation	Testing		
Hands-on Demonstration	Providing Directions	Lecture		
Learning Centers	Providing Practice Opportunities			

2b. Identify grouping format "WE DO"

Whole group	Small group	Paired		
Individual				

2c. Identify research-based instructional strategies

Identify similarities and differences	Cooperative Learning			
Summarizing/note-taking	Setting objectives/feedback			
Reinforcing effort/recognition	Generating/testing hypotheses			
Homework/practice	Cues/questions/advanced org.			
Nonlinguistic representations				

3. Focus on the Learner "YOU DO"

3a. Identify student actions

Listening	Hands-on activity	Speaking		
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Reading		Writing				
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3b. Identify instructional materials

Computer software		Real-world objects/resources				
Manipulatives		Student created material				
Web sites		Textbook				
Lab/activity sheet		Video				
Worksheets						

3c. Determine level of student work

Recalling information (knowledge)		Breaking down info into parts (analysis)				
Understanding info (comprehension)		Putting information together in new ways (synthesis)				
Using information in a new way (apply)		Making judgements and justifying positions (evaluate)				

3d. Determine levels of class engagement

Highly engaged - Most students are authentically engaged				
Well-managed - Students are willingly compliant, ritually engaged				
Dysfunctional - Many students actively reject the assigned task or substitute another activity				

4. Focus on Classroom Environment

Models/exemplars of quality work posted		Scoring rubrics are displayed/provided				
Routines and procedures are evident		Directions/Supports visually available				
Students interact with classroom environment						

5. Do you see evidence that the teacher is responding to the different learning needs in the classroom?

Consistently evident		Some evident		None evident		

Observer Reflection: In what ways has the lesson you've observed impacted your thinking and/or future classroom practices?

Brightspace Course Shell Formative Feedback Rubric

Based on Student View

Expectations	1	2	3	4
Flow of Information	Students are unable to navigate through the course and cannot find the necessary content, assignments, and quizzes. Resources are not accessible for asynchronous access.	Students have difficulty navigating through the course and struggle to find the necessary content, assignments, and quizzes. Resources are not easily accessible for asynchronous access.	Students can navigate through the course with some guidance, but may encounter some difficulty in finding the necessary content, assignments, and quizzes. Resources are somewhat accessible for asynchronous access.	Students can easily navigate through the course and find all the necessary content, assignments, and quizzes. Resources are readily available for asynchronous access.
Course Shell Design	The course shell is unappealing and unwelcoming. Announcements/ Activity Feed is absent or unclear, providing no expectations or contact information. The "Work To Do" widget is missing from the homepage. Teacher information not available.	The course shell lacks visual appeal and is not inviting. Announcements/ Activity Feed is unclear and does not provide clear expectations and contact information. The "Work To Do" widget is not prominently displayed on the homepage. Get to know the teacher information is present on the course home page.	The course shell is somewhat visually appealing and inviting. Announcements/ Activity Feed provide some expectations and contact information. The "Work To Do" widget is present on the homepage. "Meet the Teacher" widget is present on course home page"	The course shell is visually appealing and inviting. Announcements/ Activity Feed are clear and provide expectations and contact information. The "Work To Do" widget is prominently displayed on the homepage. "Meet the Teacher" widget is present on the course home page and includes photos/bitmojis & write-ups for all teachers.
Assessments	Students are unable to locate their assignments and view their grades. The gradebook is not visible or accessible to them.	Students have difficulty locating their assignments and viewing their grades. The gradebook is not easily visible or accessible to them.	Students can locate their assignments and view their grades with some effort. The gradebook is somewhat visible and accessible to them.	Students can easily locate their assignments and view their grades. The gradebook is visible and accessible to them.
Accessibility	Students do not have access to the course content and are unable to utilize accessibility tools.	Students have limited access to the course content and struggle to utilize accessibility tools.	Students have limited access to the course content and encounter some difficulties in utilizing accessibility tools.	Students have access to the course content and can utilize accessibility tools, such as text-to-speech, to support their learning.

Based on Administration View

Expectations	1	2	3	4
Standards Alignment	The course does not demonstrate alignment with standards. An instructional map with no standards alignment has been Chalk.	The course lacks clear alignment with standards. An instructional map with minimal standards alignment has been uploaded to Chalk.	The course shows some alignment with standards. An instructional map with partial standards alignment has been uploaded to Chalk.	The course demonstrates clear alignment with standards. A comprehensive instructional map with standards alignment has been uploaded to Chalk.
Instructional Practices	Live class sessions are unstructured, unengaging, and create a negative atmosphere for learning.	Live class sessions lack structure and engagement, resulting in a negative atmosphere for learning.	Live class sessions are somewhat structured and engaging, but may lack consistency or a positive atmosphere.	Live class sessions are well-structured, engaging, and create a positive atmosphere for learning.
Standard Protocols	Standard naming conventions for sessions have not been followed. The gradebook is not zeroed out. Due dates are not assigned or visible on the calendar. The "Work To Do" widget is missing from the homepage.	Standard naming conventions for sessions have not been consistently followed. The gradebook is rarely zeroed out. Due dates are inconsistently assigned and visible on the calendar. The "Work To Do" widget is not prominently displayed on the homepage.	Standard naming conventions for sessions have been partially followed. The gradebook is occasionally zeroed out. Due dates are somewhat assigned and visible on the calendar. The "Work To Do" widget is present on the homepage.	Standard naming conventions for sessions have been consistently followed. The gradebook is regularly zeroed out. Due dates are clearly assigned and visible on the calendar. The "Work To Do" widget has been added to the homepage.

Naming convention examples:

BioEss_Live_Tue(REQUIRED)

BioEss_Live_Thu(REQUIRED)

PersFin_1:1_Fri

WrldHis_SG_Wed

Teacher Summative Evaluation Report Template

Date of Report:
Date of evaluation period:
Name of Teacher:
Position:
Department/Subject:
Evaluation Conducted By:

Overall Performance Summary:

Provide a summary of the teacher's overall performance during the evaluation period, highlighting strengths, areas for improvement, and any notable achievements.

SMART Goal Review: Reiterate established smart goal(s) and include teachers observation from teacher and follow-up with progress feedback from administrator/evaluator.

Feedback on 4 Domains from Framework for Teaching:

- Planning/Preparation
- Classroom Environment
- Quality Instruction
 - D2L Brightspace
 - Supplemental Programs (NoRedInk, IXL, Peardeck, etc.)
- Professional Responsibilities

Strengths and Areas for Improvement

SER Rating: 1+ 2+ 3+

Professional Development Plan - if applicable

Summary of key points of the evaluation, reiterate areas of commendation and recommendations, and express confidence in the teacher's ongoing professional development.

Teacher Comments:

Teachers E-Signature: Date:

Evaluator's E-Signature: Date: