

MYRON B. THOMPSON ACADEMY TEACHER PERFORMANCE EVALUATION PROGRAM

Myron B. Thompson Academy (MBTA) believes that teacher quality is the most important school-related factor that influences student achievement. It is the collective responsibility of the total school community to support a system that recruits, trains, and mentors educational professionals who:

- demonstrate broad knowledge of subject matter and curriculum;
- exude enthusiasm, a caring attitude and a love of learning;
- demonstrate knowledge of discipline and classroom management techniques;
- desire to make a difference in the lives of young people.

Dr. Thomas J. Kane, professor of education and economics at the Harvard Graduate School states, “If you select the right measures, you can provide teachers with an honest assessment of where they stand in their practice that, hopefully, will serve as the launching point for their development.”

Online teaching will be observed quarterly with interviews held at the beginning and end of the school year. On-ground teaching will be observed twice a year with interviews held at the beginning and end of the school year. All data sources and artifacts submitted as evidence will be reviewed throughout the year.

Parts of this teacher performance mechanism was adapted from the Fairfax Count (Virginia)Public Schools Department Teacher Evaluation Handbook.

MBTA TEACHER PERFORMANCE EVALUATION

All teachers will be evaluated on the following seven standards. Each Standard will be followed by a rubric and proposed documentation examples which will help to validate teacher progress in each area.

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences

2. Instructional Planning

The teacher plans using the Hawaii Commission Contract standards/expectations, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

3. Instructional Delivery

The teacher effectively engages students by using a variety of instructional strategies in order to meet individual learning needs.

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences

Key Elements

Examples may include but are not limited to:

The teacher:

- 1.1 Demonstrates a comprehensive understanding of subject content and curriculum standards.
- 1.2 Demonstrates knowledge of best practices
- 1.3 Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students
- 1.4 Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content.

PERFORMANCE MATRIX FOR STANDARD #1

Highly Effective (4)	Effective (3)	Developing OR Needs Improvement (2)	Ineffective (1)
Is expert in the subject area and has an understanding of current research on how students learn	Knows the subject matter well and has a good grasp of 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.
Designs highly relevant lessons that will challenge and motivate all students and highly engage active learning	Designs lessons that are relevant, motivating and likely to engage students in active learning.	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.
Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought about how to accommodate student needs.	Plans lessons with no differentiation.
Projects high expectations and determination and convinces all students that they 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.
Actively embeds a "growth" mindset so that students take risks, learn from mistakes and understand that effective effort leads to achievement.	Conveys to students that effective effort, not innate ability, is the key.	Doesn't counteract student misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.

Continually grabs student interest and makes connections to prior knowledge, experience and reading.	Activates student prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks student interest or makes connections to their lives.
--	---	---	--

Performance Standard 2: Instructional Planning

The teacher plans using the school's curriculum, effective strategies, resources and data to meet the needs of all students.

Key Elements

Examples may include but are not limited to:

The teacher:

- 2.1 Aligns instructional objectives, learning activities, and assessments to the state standards and all required strategic goals established by the charter school.
- 2.2 Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families.
- 2.3 Selects appropriate strategies, resources, and materials that promote student engagement, learning and problem-solving based on different learning preferences and readiness levels.
- 2.4 Gathers and analyzes student data to develop and continuously adjust long-range learning plans.

PERFORMANCE MATRIX FOR STANDARD #2

Highly Effective (4)	Effective (3)	Developing OR Needs Improvement (2)	Ineffective (1)
Has a well-honed plan for the year that is tightly aligned with standards/assessments and strategic goals	Plans the year so students will meet standards and be ready for external assessments and strategic goals	Has thought about how to cover standards and test requirements this year and has reviewed the strategic goals.	Does not plan lessons in advance has little familiarity with state standards and test requirements and strategic goals.
Plans most units backwards with well-thought-out big ideas, guiding/reflective questions, knowledge, and skill goals	Plans some units with big ideas, guiding/reflective questions, knowledge, and skill goals	Plans lessons with some thought of larger goals and objectives and higher-order thinking skills	Plans with little or no consideration for long-range curriculum goals.
Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes	Designs lessons focused on measurable outcomes aligned with unit goals	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at covering textbook chapters or entertaining students

Designs lessons involving an appropriate mix of high quality, diverse learning materials	Designs lesson that use an effective, diverse mix of materials	Plans lessons that involve a mixture of good and mediocre learning materials	Plans lessons that rely mainly on mediocre, low-quality, or inappropriate workbooks or worksheets
Shows students exactly what is expected by communicating essential questions and posting goals, rubrics and exemplars of proficient work. (Elementary)	Gives students a clear sense of purpose by communicating the essential questions and goals.	Posts the main learning objectives of each lesson.	Begins lessons without giving student a sense of where instruction is headed.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students by using a variety of instructional strategies in order to meet individual learning needs.

Key Elements

Examples may include but are not limited to:

The teacher:

- 3.1 Communicates goals clearly and checks regularly for student understanding.
- 3.2 Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources.
- 3.3 Differentiates instruction to meet the needs of all students.
- 3.4 Uses appropriate instructional strategies and intervention to address students who require additional support in the area of language, culture and environment.
- 3.5 Accesses and integrates resources to support student learning.

PERFORMANCE MATRIX FOR STANDARD #3

Highly Effective (4)	Effective (3)	Developing OR Needs Improvement (2)	Ineffective (1)
Continually presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, inappropriate, or inaccurate.	Often presents material in a confusing way, using language that is inappropriate.
Anticipates student misconceptions and confusions and develops multiple strategies to overcome them in order to reach learning goals.	Anticipates misconceptions that students might have and plans to address them in order to reach learning goals.	Considers one or two ways that students might become confused with the content	Proceeds without considering misconceptions that students might have about the material.
Successfully reaches all students by skillfully	Differentiates and scaffolds instruction to	Attempts to accommodate student learning needs but	Fails to differentiate instruction for students.

differentiating and scaffolding.	accommodate most students' learning needs.	with mixed success.	
Considers appropriate instruction and interventions based upon individual student language, culture and environment	Uses a variety of instructional strategies and appropriate interventions that address students' diversity as it relates to language, culture and environment.	Attempts to provide some interventions and appropriate instructional strategies that support all students' needs.	Does not show any attention to individual students' needs based upon language, culture and environment.
Keeps all students challenged and highly involved in focused work in which they are active learners and problem solvers	Has students actively think about, discuss, and uses the ideas and skills being taught.	Attempt to keep students actively involved, but some students are disengaged.	Does not attempt to keep students actively involved and relies heavily on lectures, textbooks and worksheets.

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional context and delivery methods, and provide timely feedback to both students and parents throughout the school year..

Key Elements

Examples may include but are not limited to:

The teacher:

- 4.1 Communicates expectations with clarity.
- 4.2 Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals.
- 4.3 Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time.
- 4.4 Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction.
- 4.5 Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work.
- 4.6 Provides timely and meaningful feedback to students and parents that explain the students' progress towards learning expectations and targets.

PERFORMANCE MATRIX FOR STANDARD #4

Highly Effective (4)	Effective (3)	Developing OR Needs Improvement (2)	Ineffective (1)
-----------------------------	----------------------	--	------------------------

Requires students to 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.
Posts and reviews the criteria for proficient work, including rubrics and exemplars for students to internalize and parents to view. (Elementary)	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tell 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.
Uses a range of approaches to check for understanding immediately eliminates confusion, and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused	Uses only simplistic methods to check for understanding during instruction.	Uses ineffective methods ("Does everyone understand?") to check for understanding.
Frequently makes available student work with rubrics and check lists and uses it to motivate and direct effort.	Shares student work to make visible their progress with respect to standards.	Uses some "A" student work as an example to others.	Uses only a few samples of student work or none at all.
Consistently has students summarize and internalize what they learn and apply it to real-life situations.	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.
Follows up with struggling students with personal attention to 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.
Collaborates with students, parents, and colleagues to reflect on what worked and what didn't and continuously improves instruction.	Collaborates with students and colleagues to reflect on the effectiveness of lessons and continuously works to improve them.	At the end of teaching unit or semester, thinks about what might have been done better.	Does not revise and improve lessons for the future when teachings is unsuccessful.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Elements

Examples may include but are not limited to:

The teacher:

5.1 Establishes clear expectations for classroom rules and procedures

5.2 Establishes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic.

- 5.3 Creates and maintains a positive and safe environment to maximize learning and promote students' social development
- 5.4 Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender and special needs
- 5.5 Enforces classroom rules and procedures consistently and fairly to maximize academic learning time.

PERFORMANCE MATRIX FOR STANDARD #5

Highly Effective (4)	Effective (3)	Developing OR Needs Improvement (2)	Ineffective (1)
Is direct, specific, consistent and persistent in communicating and enforcing very high expectations for student behavior.	Clearly communicates and consistently enforces high standards for student behavior	Announces and posts classroom expectations and consequences.	Comes up with improvised rules and consequences as events unfold during the year.
Successfully infuses class routines up front so that students maintain them throughout the year.	Teachers 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.
Shows warmth, caring, respect and fairness for all students and builds strong relationships.	Is fair and respectful toward students builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class, plays favorites.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Key Elements

Examples may include but are not limited to:

The teacher:

6.1 Complies with federal and state laws and charter and school policies; models professional and ethical standards.

6.2 Ensures the confidentiality of information and privacy of students, families, colleagues and administrators

6.3 Establishes goals for improving one's own/personal knowledge and skills and participates in professional growth opportunities to meet those goals.

6.4 Collaborates with colleagues within and across content areas and grade levels.

6.5 Collaborates with colleagues to develop consistent procedures that create a school culture

conducive to learning.

6.6 Collaborates, communicates, and works in partnership with students, families, administrators and colleagues within the school community to promote student learning at school and support student learning at home

6.7 Effectively uses standard oral and written English in all communications.

PERFORMANCE MATRIX FOR STANDARD #6

Highly Effective (4)	Effective (3)	Developing OR Needs Improvement (2)	Ineffective (1)
Is always ethical and honest, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, and/or uses poor judgment, and/or discloses student information.
In professional contexts, speaks and writes correctly and fluidly.	Uses correct grammar, usage, and spelling in professional contexts.	Periodically makes errors in grammar, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, usage, and/or spelling in professional contexts.
Continually seeks out professional learning opportunities and initiates activities to contribute to the profession.	Seeks out professional learning activities and actively participates in assisting and sharing with other educators.	Participates in professional learning activities when convenient and makes occasional efforts to assist and share with colleagues.	Engages in little or no professional learning and makes no effort to assist and share with colleagues.
Actively seeks feedback and suggestions 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.
Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.	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.
Deals immediately and successfully with parent concerns and always makes parents feel welcome.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming impression.	Does not respond to parent concerns and makes parents feel unwelcome in the school.
Is successful in contacting and working with all parents including those who are hard to reach	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents who are easy to reach.	Makes little or no effort to contact parents.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measureable and appropriate student academic

progress.

Key Elements

Examples may include but are not limited to:

The teacher:

7.1 In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor.

7.2 In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals.

PERFORMANCE MATRIX FOR STANDARD #7

Highly Effective (4)	Effective (3)	Developing OR Needs Improvement (2)	Ineffective (1)
Generates high level of student academic progress with all populations of learners	Generates appropriate level of student academic progress with all populations of learners.	Generates appropriate level of student academic progress with only some populations of learners.	Generates low level of student academic progress
At least 90% of students meet and/or exceed HSA SBAC goals. (Reading)	At least 80% of students meet and/or exceed HSA SBAC goals	At least 50% of students meet and/or exceeds HSA SBAC goals	Less than 50% of students meet and or/exceeds HSA SBAC goals.
At least 65% of students meet and/or exceed HSA SBAC goals. (Math/Science)	At least 55% of students meet and/or exceed HSA SBAC goals	At least 45% of students meet and/or exceeds HSA SBAC goals	Less than 45% of students meet and or/exceeds HSA SBAC goals.

DOCUMENTING PERFORMANCE

1. **SELF ASSESSMENT** allows teachers to reflect upon and assess the effectiveness and adequacy of their performance, and is a key component for self improvement. Evidence suggests that self-assessment is a critical component of the evaluation process and can help a teacher to target areas for professional development. At the beginning of each school year all teachers will complete a self assessment noting their perceived areas of strengths, growth and development on the seven performance standards.

2. **USE OF DATA SOURCES:**
 - a. Observations
Formal and informal classroom observations, online teaching observations will focus directly on the performance standards.
 - b. Documentation Log
Includes required artifacts and teacher-selected artifacts that provide evidenced of meeting selected performance standards (i.e. assessments with student performance results; exhibitions, etc.) *See attached data sources and artifacts sample that may be used as evidence*
 - c. Student Opinion/Course Evaluation Surveys
These surveys provide data to the teacher which can influence teacher strategies to help students meet and exceed all standards.
 - d. Structured Interview
An interview to gather information from the teacher about performance as related to established goals and standards.
 - e. Measures of Student Progress
Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. These goals and their attainment constitute an important data source for evaluation.

Data Sources and Artifacts List by Standard

Sources/Artifacts	Standard 1: Professional Knowledge	Standard 2: Instructional Planning	Standard 3: Instructional Delivery	Standard 4: Assessment Student Learning	Standard 5: Learning Environment	Standard 6: Professionalism	Standard 7: Student Academic Progress
Analysis of data	X	X	X	X			X
Anecdotal notes	X	X	X	X	X		
Class vision, mission, goals	X				X		X
Data analysis tools	X	X	X	X			
Feedback (students, parents and colleagues)	X			X		X	
Home Visits	X						
Learning style assessments	X						
Present level of performance	X						X
Narratives	X	X					
Profile checklists	X						
Needs assessment/results	X		X	X			X
Notes/phone logs	X				X		
Observation sheets	X	X	X	X	X	X	
Surveys	X						X
Student Achievement data	X	X					X
Student Work Samples	X	X	X	X			X
Classroom observations		X	X	X			X
Common Assessments		X		X			X
Prevention/intervention plans		X		X			
Documentation of instructional consultation		X					
Enrichment activities		X	X				X
Student/parent feedback		X					X
Formative assessments (HAS,SBAC)		X		X			X
Gradebook		X					X
Lesson plans/Teacher instructional materials		X	X	X			X
Report cards		X		X	X		X
Unit Plans		X	X	X			
Differentiation (observe/written)			X				
Rubrics				X			X
Discipline plan					X		

Emergency plan					X		
Informal observation/interview						X	
Professional growth plan						X	
Self-assessment						X	

Standard	Elements	Score	Evidence
1	Comprehensive understanding of subject content and standards		
	Demonstrates knowledge of best practices		
	Differentiates to make content relevant, challenging, meaningful		
	Establishes instructional goals that show student knowledge		
	<i>Minimum (80%) = 12 points</i>		
	Subtotal		
2	Aligns objectives, activities, assessment to standards & goals		
	Designs instruction on effective instruction by collaborating		
	Selects and uses appropriate strategies, resources, and materials		
	Gather and analyzes student data to adjust instructional plans		
	<i>Minimum (80%) = 12 points</i>		
	Subtotal		
3	Communicates goals for student understanding		
	Selects, evaluates, integrates, and refines strategies/methods/resources		
	Differentiates instruction to meet all students' needs		
	Accesses and integrates resources to support student learning		
	<i>Minimum (80%) = 12 points</i>		
	Subtotal		
4	Communicates expectations with clarity		
	Develops with students, measurable and appropriate goals		
	Utilize a variety of formative and summative assessments		
	Analyze and interpret multiple sources of data to aid student learning.		
	Engage students & provide timely, frequent effective feedback		
	Provide timely & meaningful feedback to students & parents		
	<i>Minimum (80%) = 12 points</i>		
	Subtotal		
5	Establishes clear expectation for rules and procedures		
	Establishes trust & teamwork by being fair, caring ,respectful ,etc.		
	Creates & maintains positive& safe environment		
	Promotes cultural sensitivity by respecting diversity		
	<i>Minimum (80%) = 12 points</i>		
	Subtotal		
6	Complies with laws, policies and standards		
	Ensures confidentiality & privacy of students, parents, colleagues		
	Establishes personal and professional goals and plans		
	Collaborates with colleagues within and across grades & content		
	Creates with colleagues a school culture for learning		
	Collaborates, communicates and works with total school community		
	Uses standard oral and written English effectively		
<i>Minimum (80%) = 12 points</i>			
	Subtotal		
7	Uses multiple measures of student learning		
	Reflects on student progress over time using student growth evidence Elementary (Foundation class); Secondary (Virtual Class and/or course)		
	<i>Minimum (80%) = 28</i>		
	Subtotal		
		TOTAL	

Evalu
ator:

Total minimum score(80%tile) = 80 points