

TEACHER EVALUATION

School year: 2017-18

Assignment: Music Teacher and Interventions

School: Wilson Elementary School

Date of formal observation(s): 2-26-18

Minimum of one formal observation required during probationary period.

Domain 1: Planning and Preparation

	Ineffective	Emerging	Proficient	Distinguished
1a. Knowledge of content and pedagogy				<input type="text"/>
1b. Demonstrates knowledge of students			<input type="text"/>	
1c. Sets instructional outcomes			<input type="text"/>	
1d. Demonstrates knowledge of resources			<input type="text"/>	
1e. Designs coherent instruction			<input type="text"/>	
1f. Designs student assessments			<input type="text"/>	

Comments:

(Required for Ineffective and Emerging)

Chelsea has sought to increase her knowledge of music methods including sharing with her PLC team about specific methods.

Domain 2: Classroom Environment

	Ineffective	Emerging	Proficient	Distinguished
2a. Creates an environment of respect and rapport		<input type="text"/>		
2b. Establishes a culture for learning			<input type="text"/>	
2c. Manages classroom procedures			<input type="text"/>	
2d. Manages student behavior		<input type="text"/>		
2e. Organizes physical space				<input type="text"/>

Comments:*(Required for Ineffective and Emerging ratings)*

Chelsea has worked hard to bulid positive systems into her classroom.

Domain 3: Instruction

	Ineffective	Emerging	Proficient	Distinguished
3a. Communicates with students			<input type="text"/>	
3b. Questioning and discussion techniques			<input type="text"/>	
3c. Engages students in learning				<input type="text"/>
3d. Assessment in instruction			<input type="text"/>	
3e. Demonstrates flexibility and responsiveness			<input type="text"/>	

Comments:*(Required for Ineffective and Emerging ratings)*

Chelsea incorporates movement and dance to help be active during music lessons. I frequently observed student engagement happening in her music classes with instruments, singing, and dance.

Domain 4: Professional Responsibilities

	Ineffective	Emerging	Proficient	Distinguished
4a. Reflects on teaching			<input type="text"/>	
4b. Maintains accurate records		<input type="text"/>		
4c. Communicates with families			<input type="text"/>	
4d. Participates in a professional community			<input type="text"/>	
4e. Grows and develops professionally				<input type="text"/>
4f. Shows professionalism			<input type="text"/>	

Comments:*(Required for Ineffective and Emerging ratings)*

Chelsea has gone above and beyond adding an evening folk dance evening for families.

Workplace Expectations

	Not Meets Met
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Attendance and punctuality: The employee has regular attendance at work and work activities and is punctual in meeting deadlines, attending meetings, following schedules, and responding to communications.

Personal appearance: The employee is dressed and groomed in a neat, clean, appropriate and professional manner for the assignment and work setting.

Confidentiality: The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.

Following policies and directives: The employee follows all district of supervisor policies, rules, regulations, memos, bulletins, announcements, applicable job descriptions, and reasonable requests by proper authorities.

Setting appropriate boundaries with students: The employee maintains professional boundaries in his or her relationships with students, including use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking internet sites.

Collaboration: The employee maintains relationships with other staff members that are characterized by mutual support, cooperation, and respect and that build a school culture of collaboration focused on student learning.

Appropriate Use of Technology: The employee will use internet, e-mail and electronic communications with students only for educational purposes or sharing information about school-sponsored events. The use of personal electronic devices (ex. iPods, electronic games, etc.) are not allowed during class or meeting time.

Comments:

(Required for Not Met rating)

Chelsea meets/exceeds workplace expectations.

Commendations:

Chelsea showed effort to connect her music lessons and concerts to curriculum (geography, dinosaurs, etc.).

Chelsea led our school choir with several events such as a "shop out" at the Toy Factory and "choralpalooza."

Chelsea has served as our music and intervention teacher at Wilson Elementary. Ms. McKinnon also led an after school choir with 4th and 5th grade students. As her supervisor, I can attest to Ms. McKinnon's hard work, creativity, and strong desire for each student to show growth as a musician in addition to academic disciplines.

Wilson Elementary is a Title 1 school with a growing ELL program and inclusionary special education delivery. As a music specialist, Chelsea worked to integrate multi-modal experiences with singing,

dancing, and creative movement to engage her students. In addition to music goals, Chelsea's instruction supported our literacy goals especially with oral language and rhythm development. At Wilson, we have a significant group of students navigating trauma, chronic stress, and other adverse childhood experiences. Chelsea has worked hard to incorporate engaging opportunities such as field trips and instruments such as recorders and ukuleles. Chelsea also features an artists of the day to broaden the musical horizons for our students.

I am also pleased to share that Chelsea utilized her concerts to connect with our school-wide goal for geography this year. Specifically her 5th grade program had an international theme with beautiful displays. Ms. McKinnon collaborated with grade level teachers to incorporate themes such as dinosaurs into her classes and programs. This emphasis on alignment has been very positive for our students.

Area(s) for Growth:

Chelsea showed growth in her confidence with speaking to families at concerts. With continued experience, Chelsea will be able to naturally dialogue with her audience when appropriate while continuing to have the students lead the performances.

Collaborative problem solving is a wonderful training that I hope you are able to attend at some point. With a higher number of students navigating trauma and chronic stress, we all need as many tools as possible.

Engage your specialists colleagues and over communicate.

Additional Comments:

Chelsea jumped into a new position at Wilson serving her music classes in addition to after school and lunch groups, intervention needs, and crossing guard.

Professional Practice and Professional Responsibilities - Y-Axis Matrix Rating

Proficient

PP/PR Level Ranges
DISTINGUISHED: 3.60 – 4.00 = 4 PP/PR
PROFICIENT: 2.81 – 3.59 = 3 PP/PR
EMERGING: 1.99 – 2.80 = 2 PP/PR
INEFFECTIVE: <1.99 = 1 PP/PR

Student Learning and Growth Goals - Scoring Rubric

Level 1	Level 2	Level 3	Level 4
This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s) & approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.

SLG 1 - Score: Level 4

Using SGL Scoring Rubric above, list the level number that matches the outcome of the teacher's goal.

SLG 2 - Score: Level 1

Using SGL Scoring Rubric above, list the level number that matches the outcome of the teacher's goal.

Student Learning and Growth Goals - X-Axis Scoring Matrix

Level 2

Using this criteria and the two SLG scores above, choose the appropriate level for the total SLG rating

Level 1	Level 2	Level 3	Level 4
You could score: *1 on both goals, or *1 on one goal & 2 on one goal	You could score: *2 on both goals, or *2 on one goal & 3 on one goal, or *3 on one goal & 1 on one goal, or	You could score: *3 on both goals, or *3 on one goal & 4 on one goal, or *4 on one goal & 2 on one goal	You must score: *4 on both goals

	*4 on one goal & 1 on one goal		
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SLG Comments:

Chelsea's students made positive growth under her instruction. See her results in the SLGG documents.

The Summative Evaluation Scoring Matrix

Y-Axis PP/PR	Distinguished (4)	3	3 or 4*	4	4
	Proficient (3)	2 or 3*	3	3	3
	Emerging (2)	2	2	2	2 or 3*
	Ineffective (1)	1	1	1 or 2*	2
		Ineffective (1)	Emerging (2)	Proficient (3)	Distinguished (4)
X-Axis: SLGs					

**Ratings in these areas require an inquiry process in order to determine a summative performance level and professional growth path. Refer to the Evaluation Handbook for the professional growth plan descriptors.*

Summative Rating: Level 3

Use the Summative Matrix above to identify the appropriate summative rating.

Employment Recommendation:

- ☐ Continuation
- ☐ Program of Assistance
- ☐ Non-Renewal
- ☒ Due to temporary status, contract not renewed

Attached Workflow

Sign,
Sign

Current Status

Approved

Workflow Steps

- | | | |
|---|---|--------------------|
| 1 | Signed by Chelsea McKinnon on 06/05/2018 at 2:56 PM
Signature: CM
Disclaimer: This is to certify that I've reviewed and discussed this form with my supervisor. | Elementary Teacher |
| 2 | Signed by Eric Beasley on 06/05/2018 at 3:27 PM
Signature: Eric Beasley | Principal/Elem |