FCPCS Charter School Classroom Teacher Evaluation - through 2014

Employee	Ronnetta Howard	**Subject**	Reading	**Observation Date**	02/12/15
School	Tiger Academy	**Grades**	, 2	**Evaluation Period:**	Winter 2015
Start Time	10:00 AM	**End Time**	11:05 AM	**Observed By**	Brooke Cobbin

Instructions:
The FCPCS Charter School Classroom Teacher Evaluation is a performance evaluation system for classroom teachers that
is aligned to the six Florida Educator Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When
administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence
collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a
total rating based on all indicators will be calculated. Per Senate Bill 736, fifty percent (50%) of a teacher's annual
performance rating will be based on criteria measured through the teacher evaluation instrument.

A. Instructional Design and Lesson Planning (FEAPs)

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
A.1 Aligns instruction with state-adopted standards at the appropriate level of rigor. *	○	○	○	◉
A.2 Sequences lessons and concepts to ensure coherence and required prior knowledge. *	○	○	◉	○
A.3 Designs instruction for students to achieve mastery. *	○	○	◉	○
A.4 Selects appropriate formative assessments to monitor learning. *	○	○	◉	○
A.5 Uses diagnostic student data to plan lessons. *	○	○	◉	○
A.6 Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. *	○	○	◉	○

Sum	19.0	1.0 =	Unsatisfactory
Average	3.2	2.0 =	Needs Improvement/Developing
		3.0 =	Effective
		4.0 =	Highly Effective

Comments

Comments:
Standards are incorporated in lesson plans and instruction is aligned with the standards. Lessons are designed to build upon students' prior knowledge.

B. The Learning Environment

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
B.1 Organizes, allocates and manages the resources of time, space and attention. *	○	○	●	○
B.2 Conveys high expectations to all students. *	○	○	○	●
B.3 Monitors student learning, provides feedback and adjusts activities to meet the needs of all students. *	○	○	●	○
B.4 Demonstrates respect for all students' cultures and backgrounds. *	○	○	●	○
B.5 Models clear, acceptable oral and written communication skills. *	○	○	●	○
B.6 Manages individual and class behaviors through a well planned management system. *	○	○	●	○

Sum	19.0	1.0 = Unsatisfactory
Average	3.2	2.0 = Needs Improvement/Developing
		3.0 = Effective
		4.0 = Highly Effective

Comments

Comments:
The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students demonstrating pride in their work. Effective use of teacher assistant in managing behavior.

C. Instructional Delivery and Facilitation

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
C.1 Delivers relevant, engaging and challenging lessons. *	◯	◯	⦿	◯
C.2 Clearly communicates learning goals and instructional procedures. *	◯	◯	⦿	◯
C.3 Identifies gaps in students' knowledge of the content area. *	◯	◯	⦿	◯
C.4 Modifies instruction to respond to preconceptions and misconceptions. *	◯	◯	⦿	◯
C.5 Relates and integrates the subject matter with other disciplines and life experiences. *	◯	◯	⦿	◯
C.6 Employs higher-order questioning techniques and resources, including technology, to provide comprehensive instruction. *	◯	◯	⦿	◯

Sum	18.0	1.0 =	Unsatisfactory
Average	3.0	2.0 =	Needs Improvement/Developing
		3.0 =	Effective
		4.0 =	Highly Effective

Comments

Comments:
Most questions elicit a thoughtful response, and teachers allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. Integrates technology in the curriculum to enhance learning-wegivebooks.org, Elmo

D. Assessment

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
D.1 Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs and drives the learning process. *	○	○	◉	○
D.2 Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. *	○	○	◉	○
D.3 Uses a variety of assessment tools to monitor student progress, achievement and learning gains. *	○	○	◉	○
D.4 Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. *	○	○	◉	○
D.5 Shares student outcome data with students and parents. *	○	○	◉	○
D.6 Uses technology to organize and integrate assessment information. *	○	○	◉	○

Sum	18.0	1.0 =	Unsatisfactory
Average	3.0	2.0 =	Needs Improvement/Developing
		3.0 =	Effective
		4.0 =	Highly Effective

Comments

Comments:
The teacher is fully aware of available technology resources and utilizes them in both the classroom setting to enhance learning and in data collection and analysis.

E. Continuous Professional Improvement

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
E.1 Engages in professional development activities consistent with his/her goals and those of the school. *	○	○	◉	○
E.2 Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. *	○	○	◉	○
E.3 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improves the effectiveness of the lessons. *	○	○	◉	○
E.4 Collaborates with parents, colleagues, and the community to support student learning. *	○	○	◉	○
E.5 Implements knowledge and skills learned in professional development in the teaching and learning process. *	○	○	◉	○

Sum	15.0	1.0 = Unsatisfactory
Average	3.0	2.0 = Needs Improvement/Developing
		3.0 = Effective
		4.0 = Highly Effective

Comments

Comments:

F. Professional Responsibility and Ethical Conduct

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
F.1 Adheres to established laws, policies, rules and regulations. *	○	○	◉	○
F.2 Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community. *	○	○	○	◉
F. 3 Maintains accurate records. *	○	○	◉	○
F.4 Is punctual with reports, grades, records and reporting to work. *	○	○	◉	○
F.5 Performs assigned duties. *	○	○	◉	○
F.6 Builds professional relationships. *	○	○	◉	○

Sum	19.0	1.0 = Unsatisfactory
Average	3.2	2.0 = Needs Improvement/Developing
		3.0 = Effective
		4.0 = Highly Effective

Comments:

Comments:
Consistently demonstrates a professional demeanor in all settings and encourages others to do the same.

Identified areas for improvement and recommendations:

Identified areas for improvement and recommendations:
Expect students to formulate many of the higher level questions. Plan specific areas to "dig deep" in the lesson for more thoughtful responses. Take on leadership roles around the school. Your ideas and experiences need to be shared!

Summary

Form Average	3.09	3.6 - 4.0 = Highly Effective
Form Total	108.0	3.0 - 3.5 = Effective
		2.0 - 2.9 = Needs Improvement
		1.0 - 1.9 = Unsatisfactory

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

_____
Employee's Signature

_____
Employee Date

_____
Evaluator's Signature

_____
Evaluator Date
Addendum Attached: Yes_____ No_____

This observation has not been signed by the observed employee.
This observation has not been signed by the observer.
Last updated on **February 17, 2015** at **10:20 AM**.