



Boston Collegiate Charter School Educator Evaluation

Year: 2020-2021

Teacher:

STANDARD 1: Instruction and Execution

Element	Needs Improvement (1)	Awareness (2)	Developing (3)	Proficient (4)	Skillful (5)
<p>Rigorous Tasks: Do all students have access to content aligned to appropriate standards aligned to their content and grade?</p>	<p>Students are not presented with a task or discussion at all aligned to appropriate content.</p>	<p>Students are presented with a task or discussion, but either the level of the challenge isn't well aligned or the directions are not clear. The teacher infrequently releases students to work on their own.</p>	<p>Students are presented with a task or discussion, but either the level of the challenge isn't well aligned or the directions are not clear. Students, including ELs and SWDs, still had some opportunities to grapple with the key points of the lesson in meaningful ways.</p>	<p>Students, including ELs and SWDs, are presented with a purposeful task or discussion. Tasks or discussions are aligned to a defined (and posted) objective. The questions being asked of students require them to grapple with the essential content related to the objective for most of the class. The directions of what students need to do in order to be successful with the task or discussion are clear. All students are provided with the materials they need in order to be successful.</p>	<p>All students, including ELs and SWDs, are presented with a meaningful task within their "zone of proximal development". Tasks or discussions are aligned to a clearly defined (and posted) objective. The questions being asked of students require them to grapple with the essential content related to the objective. The directions of what students need to do in order to be successful with the task or discussion are made clear (EG: clear directions that are presented verbally and in writing, or a rubric that clearly defines a quality final product). All students are provided with the materials they need in order to be successful (EG: manipulatives, graphic organizers, an appropriate amount of space). Handouts or visual aids are used when necessary.</p>
<p>Academic Ownership and Strong Classroom Dialogue: Are all students responsible for doing the thinking in the classroom?</p>	<p>Students complete very little of the cognitive work during lessons.</p>	<p>Students complete some of the cognitive work during the lesson but the teacher or a very small number of students complete most of the cognitive work. Tasks or discussions are not attempted in a meaningful way. Or, they were attempted but student output was poor.</p>	<p>Most students, including ELs and SWDs, complete an appropriately challenging amount of the cognitive work during lessons; teacher at times completes the cognitive work (i.e. expands on student responses) that students could own. Students, including ELs and SWDs, still had some</p>	<p>All or almost all of students, including ELs and SWDs, routinely complete an appropriately challenging amount of the cognitive work during lessons. Teacher rarely finishes any of the cognitive work that students could not</p>	<p>All students, including ELs and SWDs, complete an appropriately challenging amount of the cognitive work during lessons. Lesson delivery allows for all students to independently show enthusiasm and interest in taking on advanced or challenging content Student output</p>

			opportunities to grapple with the key points of the lesson in meaningful ways.	own. Student output, including ELs and SWDs, is quality.	resulting from the task or conversation is exemplary.
Culture of Learning: Are all students productively engaged in the work of the lesson from the start to finish?	Uses inappropriate or ineffective routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning. Learning environment is not safe.	Inconsistently maintains routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.; relies heavily on the school's discipline code to support the environment. Or, does not use the school's discipline code when warranted.	Inconsistently maintains routines, and responses needed to prevent and/or stop behaviors that interfere with all students', including ELs and SWDs, learning.	Consistently uses routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students, including ELs and SWDs, take academic risks and most behaviors that interfere with learning are prevented.	Creates a culture of positive interdependence through shared goals and experiences of collective success. Uses routines, and proactive responses that create and maintain a safe physical and intellectual environment where students, including ELs and SWDs, take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Strong, Passionate Presence: Is your content presented in a way that is clear, exciting, and urgent?	Often appears bored with material and with teaching. Teacher's language, directions and presentation are consistently not understandable. The objective is not referenced. Visuals or other learning aids are not effectively used.	Usually shows some passion for teaching or for content. Does not routinely convey that content is important. Teacher's language, directions and presentation are not always understandable. The objective is either not referenced or not understood by most students. Visuals or other learning aids are not effectively used. Most students pay attention to teacher when they speak.	Often exudes a love of teaching and of the material through actions, words, tone, and facial expressions. Occasionally conveys that content is important. Teacher's language, directions and presentation are understandable, but not always as clear as they could be. The objective is referenced but may not be clear to all students. The teacher may have missed opportunities to use visuals or other learning aids to enhance their presentation.	Sincerely exudes a love of teaching and of the material through actions, words, tone, and facial expressions. Consistently conveys that content is critically important and that students, including ELs and SWDs, can achieve at high levels. Teacher's language, directions, and presentation of material are clear. Most students understand what the objective they are trying to achieve is. When	Has model enthusiasm that serves as a leader school-wide. Conveys that content is critically important and that students, including ELs and SWDs, can achieve at high levels. Transfers passion for content to students as evidenced through strong structures and high engagement. Teacher's language, directions, and presentation of material are clear and concise. All or nearly all students understand what the objective they are trying to achieve is. When appropriate the teacher uses visuals

	Half of the class or more does not pay attention to teacher when they speak.		A majority of students pay attention to teacher when they speak.	appropriate the teacher uses visuals and other learning aids to enhance their presentation. All or nearly all students pay attention to teacher when they speak.	and other learning aids to enhance their presentation. All or nearly all students pay attention to teacher when they speak.
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STANDARD 2: Essential Content					
Element	Needs Improvement (1)	Awareness (2)	Developing (3)	Proficient (4)	Skillful (5)
Unit Planning	There is no clear path for learning on the unit or the lesson plan level. Grade level expectations are ignored.	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills. Language objectives are included but do not impact lesson design or delivery. Relies heavily on coaching support for lesson completion.	Units are constructed using backwards planning. Most objectives build upon one another such that students can generally master unit skills and content. Most lessons travel Bloom's from identifying to analyzing to synthesizing. Language objectives are included but do not consistently impact lesson design or delivery. Includes relevant essential questions. Relies heavily on coaching support for lesson completion.	Units are thoughtfully constructed from state standards using backwards planning. Objectives build upon one another such that most students can master unit skills and content and travel Bloom's from identifying to analyzing to synthesizing. Includes language objectives that impact lesson design and delivery. Includes relevant essential questions.	Units are thoughtfully constructed from state standards using backwards planning. Objectives build upon one another such that all students can master unit skills and content and travel Bloom's from identifying to analyzing to synthesizing. Vertically aligns unit plans. Language objectives drive academic language acquisition. Essential questions provide the framework for the unit.

<p>Lesson Planning</p>	<p>Daily lessons do not focus on content that advances students toward grade-level standards or expectations and/or IEP goals. SEI strategies are not utilized. Instructional materials that are used are not high quality and appropriately demanding for the grade, course and time of school year.</p>	<p>Difficult to recognize within the daily lessons if teacher focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. SEI strategies are not consistently utilized. Some instructional materials used are high quality and appropriately demanding for the grade, course and time of school year. Some lessons and accompanying materials are posted on the Main Drive.</p>	<p>Daily lessons focus on content that advances students toward grade-level standards or expectations and/or IEP goals. SEI strategies are used on occasion. Most instructional materials used are high quality and appropriately demanding for the grade, course and time of school year. Most lessons and accompanying materials are posted on the Main Drive.</p>	<p>Daily lessons focus on content that advances students toward grade-level standards or expectations and/or IEP goals. SEI strategies are utilized. All instructional materials used are high quality and appropriately demanding for the grade, course and time of school year. All lessons and accompanying materials are posted on the Main Drive.</p>	<p>Daily lessons focus on content that advances students toward grade-level standards or expectations and/or IEP goals. SEI strategies are embedded in lesson plans. All instructional materials used are high quality and appropriately demanding for the grade, course and time of school year. Students routinely and independently connect lesson content to real-world situations. All lessons and accompanying materials are posted on the Main Drive.</p>
<p>Collaborative Planning (if applicable)</p>	<p>Instruction and classroom design does not take into account additional instructors; instructors are not able to address student needs due to a lack of collaborative planning.</p>	<p>Instructional approach and classroom design does not allow for all instructors (co-teachers and service providers) to work with students effectively. Instructional materials are not collaboratively owned and shared between all instructors.</p>	<p>Instructional approach and classroom design periodically allows for all instructors (co-teachers and service providers) to work with students. Instructional materials are collaboratively owned and shared between all instructors; each instructor contributes to classroom planning.</p>	<p>Instructional approach and classroom design often allows for all instructors (co-teachers and service providers) to work with students. Instructional materials are collaboratively owned and shared in advance between all instructors; each instructor actively contributes his or her expertise to classroom planning.</p>	<p>Instructional approach and classroom design consistently allows for all instructors (co-teachers and service providers) to seamlessly work with students. Instructional materials are collaboratively owned and shared well-in advance between all instructors; each instructor actively contributes his or her expertise to classroom planning.</p>
<p>Culturally Competent</p>	<p>Resistant to considering or accepting support from the school/coach to add a variety of perspectives and/or relevancy to curriculum</p>	<p>With encouragement, teacher utilizes resources and supports provided by school to create a curriculum that is both representative and relevant.</p>	<p>With encouragement, teacher utilizes resources and supports provided by school to create a curriculum that is both representative and relevant. Choice and reflection exists in curriculum.</p>	<p>Teacher utilizes resources and supports provided by school to create a curriculum that is both representative and relevant. Choice and reflection in the curriculum is abundant.</p>	<p>Each unit provides opportunities for students to be reflected in the curriculum above and beyond supports provided by the school through choice and/or reflection. Curriculum provides real-world application for students to</p>

					recognize relevance.
Modification and Accommodation	Does not modify or accommodate in planning and assessments for both SPED and EL students, and is resistant to doing so, even with guidance from the Student Support Team.	Inconsistently implements the appropriate accommodations and modifications for some of the SPED and EL students in the classroom; may struggle to implement feedback from Student Support Team.	Implements the appropriate accommodations and modifications for most of the SPED and EL students with the support the of the Student Support Team.	Implements the appropriate accommodations and modifications for SPED and EL students after consulting with members of the Student Support Team before the lesson is implemented consistently.	Plans units and daily instruction with appropriate differentiation for SPED and LEP students without being directed, including accommodations and modifications. Lessons and outputs are accessible reflecting multiple intelligences.

STANDARD 3: Reflective Practice					
Goal #1:					
Progress Summary:					
Did Not Meet (1)	Some Progress (2)	Significant Progress (on track) (3)	Met (4)	Exceeded (5)	
Goal #2:					
Progress Summary:					
Did Not Meet (1)	Some Progress (2)	Significant Progress (on track) (3)	Met (4)	Exceeded (5)	
Element	Needs Improvement (1)	Awareness (2)	Developing (3)	Proficient (4)	Skillful (5)

Self Knowledge	Exhibits limited effort to examine or engage in exploring personal experiences and/or identities and or the connection to the Opportunity Divide, personal beliefs, biases, or privileges.	Examines and engages with personal dimensions of diversity yet exhibits limited effort in examining blind spots in order to grow in cultural competency	Examines and shares the diversity identities that inform his/her decision making and values with students and peers as well as how his/her personal history and culture fit into the opportunity divide.	Demonstrates commitment to growth by accepting feedback about blind spots that translates to positive action. Seeks out additional opportunities to explore and develop their blind spots and identities.	Models the importance of self assessment around diversity and cultural competency and initiates ongoing opportunities (such as engaging in SEED, book groups, sharing of best practices, etc.) for others to do the same. Models inclusion and self-reflection.
Constructive Feedback	Does not accept or respond to feedback. Does not attempt to implement feedback when provided.	Often accepts and responds to feedback. Fails to consistently implement it immediately.	Accepts and responds constructively to feedback. Attempts to implement feedback immediately.	Solicits and responds constructively to feedback. Implements feedback immediately and effectively.	Is sincerely committed to and thrives from feedback-taking all feedback one step further by applying it in new contexts, and eagerly seeking out feedback from all sources.
Data Driven Instruction	Does not collect or analyze data.	Collects and analyzes data but does not use it to guide instruction.	Collects and analyzes data. Attempts to use data to guide instruction but does not lead to increased student growth.	Collects and analyzes data. Uses data to guide instruction proactively and responsively resulting student growth.	Collects and analyzes data. Uses data to guide instruction proactively and responsively resulting in student growth. Models best practices and supports colleagues in implementing data driven practices.
Reflection	Does not not reflect on unit or lesson plans, even when prompted. Is resistant to feedback and/or has difficulty implementing strategies to improve teaching practice and/or professionalism.	Reflects on the effectiveness of lessons and units when prompted by coach or manager. Rarely reflects independently .	Reflects on the effectiveness of lessons and units but does not make efficient or effective changes to instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them. Strives to improve instruction and seeks feedback from colleagues and coach.	Reflects on the effectiveness of lessons and units and continuously works to improve them. Strives to improve instruction, seeks feedback from colleagues and supervisors and communicates best practices with colleagues.

STANDARD 4: Deeply Knowing Students

Element	Needs Improvement	Awareness	Developing (3)	Proficient (4)	Skillful (5)
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	(1)	(2)			
Growth Mindset	Students do not take risks and are fearful of making mistakes. Students are never reminded about the value and impact of effort.	Classroom environment is one where students feel it is risky to make a mistake, students express beliefs about their innate abilities and these statements are unaddressed, and students are not regularly reminded about the value and impact of effort.	Regularly conveys that achievement comes from consistent effort, seldom conveys to students, parents, or staff that they have innate limits, and transfers ownership to some students, including ELs and SWDs.	Consistently conveys that achievement comes from consistent effort, never conveys to students, parents, or other staff members that they have innate limits, and transfers ownership to many students, including ELs and SWDs.	Consistently conveys that achievement comes from consistent effort so much so that students, including ELs and SWDs, have internalized this principle and is a leader in developing a staff culture that embraces this belief.
Sharing Conclusions with Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies with students to improve their performance toward objectives.	Establishes and maintains dialogue with all students, including ELs and SWDs, about performance, progress, and improvement.	Establishes and maintains dialogue with all students, including ELs and SWDs, about performance, progress, and improvement. Individual student goals, including IEP goals, are transparent and known.	Establishes and maintains constructive dialogue with all students, including ELs and SWDs, and families about performance, progress, and improvement. Individual student goals, including IEP goals, are transparent and known.
Interactions with Students: Supports Student Development	Relies only on classroom interactions to develop a	Typically connects with students in the classroom	Cares about the interests and passions of students.	Immerses self in the interests and passions of students. Seizes	Actively immerses self in the interests and passions of

<p>Beyond the Classroom</p>	<p>relationship with students. Does not lead extracurriculars and/or provide coaching.</p>	<p>and on occasion makes inquiries into interests outside of school. May lead an extracurricular or coach a sport, but does not leverage that as an opportunity to further relationships with students. Attends occasional school events.</p>	<p>Takes advantage of opportunities in and out of the classroom to talk to students about their interests. Leads an extracurricular or coaches a sport. Attends occasional school events.</p>	<p>opportunities, both in and out of the classroom, to ask students about their interests and follows up on progress. Volunteers to lead an extracurricular or to coach in order to provide students increased outlets for their passions. Attends school events when appropriate to support students.</p>	<p>students. Understands that a student's persona in the classroom is only a fraction of his or her true self. Seizes opportunities, both in and out of the classroom, to ask students about their interests and follows up on progress. Engages in more than one extracurricular or coaching opportunity in order to provide students increased outlets for their passions. Attends school events when appropriate to support students.</p>
<p>Consistent communication and partnership with families</p>	<p>Only contacts families when assigned to directly and as a result, does not update the communication log to share information with colleagues.</p>	<p>Rarely contacts families to inform of student progress and/or relies on one communication tool. Occasionally participates in IEP meetings</p> <p>Rarely updates communication log on SchoolBrains with pertinent information to share with colleagues.</p>	<p>Occasionally contacts families to inform them of student progress via phone or email. Serves as the point person for select families when asked to by the grade level team. Participates in IEP meetings.</p> <p>Occasionally updates communication log on SchoolBrains with pertinent information to share with colleagues.</p>	<p>Frequently contacts families to inform them of the successes and challenges of their student(s); uses varied communication tools to accommodate diverse family needs (i.e email, translations, translators, phone calls). Serves as an active member of the IEP team. Supports the grade level by coordinating information for some families and serving as a point person and support for communication.</p> <p>Frequently updates communication log on SchoolBrains with pertinent information to share with colleagues.</p>	<p>Works in true partnership with families by welcoming impromptu meetings and by proactively and frequently contacting families to inform them of the successes and challenges of their student(s); uses varied communication tools to accommodate diverse family needs (i.e email, translations, translators, phone calls). Serves as an active member of the IEP team and as a leader within the grade level by coordinating information for families and serving as a point person and support for communication.</p> <p>Consistently updates communication log on SchoolBrains with pertinent information to share with colleagues.</p>

STANDARD 5: Professional Culture

Element	Needs Improvement (1)	Awareness (2)	Developing (3)	Proficient (4)	Skillful (5)
Interactions with Colleagues	Exhibits a tendency to overlook diverse and alternative perspectives in daily work. Regularly breaches boundaries of professionalism in the workplace.	Rarely includes diverse voices in decision making. Breaches boundaries of professionalism in the workplace.	Demonstrates openness to learning from others and practices naming and testing assumptions in interactions with other staff. Is professional in all interactions.	Embraces diversity in a way that values the diverse identities and opinions of others and their contributions while creating opportunities for mutual learning. Works effectively with team members across cultural differences and differences of opinions.	Mediates and/or assists others to work effectively across cultural differences. Respectfully pushes team members to reflect on actions and words. Models professionalism and is widely seen as a leader amongst colleagues.
Collaboration with Colleagues	Meets infrequently with colleagues and conversations lack educational substance, works little or not at all with the Student Support Department.	Occasionally collaborates with colleagues to plan units, share teaching ideas and look at student work, and meets occasionally with Student Support Department.	Collaborates with colleagues to plan units, share teaching ideas and look at student work. Meets regularly with Student Support Department and supports, when asked, with data collection and/or goal writing for students with disabilities.	Consistently collaborates with colleagues to plan units, share teaching ideas and look at student work. Consistently meets with Student Support Department and co-plans effectively. Actively supports the Student Support Department with data collection and with goal writing for students with disabilities.	Consistently collaborates with colleagues to plan units, share teaching ideas and look at student work. Collaborates across academic departments to plan and teach cross-curricular content. Consistently meets with Student Support Department and co-plans effectively. Serves as a partner with the Student Support Department in data collection and with goal writing for students with disabilities.
Authentic Communication and Positivity	Is resistant to communication with colleagues. Consistently and actively negative, despite receiving feedback and support from colleagues.	Is sometimes a positive team player and contributes to a positive and constructive professional culture. Treats some staff members as teammates. Needs support in monitoring and maintaining emotional composure in difficult situations. Needs support in openly and directly communicating.	Is usually a positive team player and contributes to a positive and constructive professional culture. Almost always treats all staff members as teammates. Usually monitors and maintains emotional composure even in difficult situations, but on occasion gets flustered. Usually	Is a consistently positive team player and contributes to a positive and constructive professional culture. Treats all staff members as teammates. Monitors and maintains emotional composure even in difficult situations. Communicates openly and directly.	Is a school-wide leader in establishing a positive, constructive, can-do, and mission-focused culture. Proactively communicates openly and directly.

			communicates openly and directly.		
Judgement	Demonstrates poor judgment. Routinely makes poor decisions that impact students and the team. Does not protect student and family confidentiality.	Sometimes demonstrates questionable judgment. Occasionally makes poor decisions that impact students and the team. May inconsistently protect student and family confidentiality.	Demonstrates fair judgement. Decisions made may on occasion impact students and the team. Protects student and family confidentiality.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness. Protects student and family confidentiality appropriately.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness. Protects student and family confidentiality appropriately. Serves as a model to others, especially new staff.
Professional Development	Performance in this area is unacceptable. Does not attend professional development in- or outside of school and/or participation is unproductive.	Is an engaged but passive participant in in-school professional development or is inconsistent in participation.	Often is a thoughtful participant and contributor to in-school professional development.	Consistently is a thoughtful participant and contributor to in-school professional development.	Provides leadership during professional development by ensuring all staff members are participating and being heard and offers insights that develop the thinking of all group members.
Reliability and Responsibility	Five or more items are not checked	Four are not checked	Two to three items are not checked	All items except one are checked	All item are checked
<ul style="list-style-type: none"> <input type="checkbox"/> Arrives to work and to class on time, fully prepared <input type="checkbox"/> Arrives to advisory and lunch on time, fully prepared <input type="checkbox"/> Is present in the hallways and is available to help out when needed, if available <input type="checkbox"/> Classroom is clean and bulletin boards and wall space are used as teaching tools and to celebrate student work <input type="checkbox"/> Comes fully prepared to coaching meetings <input type="checkbox"/> Responds to email communication in an efficient manner <input type="checkbox"/> Responsibly uses personal time off <input type="checkbox"/> Consistently provides lesson plans and materials when out <input type="checkbox"/> Grade report, progress report, report card deadlines as well as IEP deadlines are routinely met. 					