

Teacher Evaluation

District

Miami Public Schools

Site

Miami High School

Evaluator

Pamela Couch

Evaluation Date

4/4/2024

Teacher

Donald Pennington

Assignment

Computer Science

Date of Observation(s)

9/19/2023 1/24/2024 4/4/2024

Date of Conference

04/05/2024

This Evaluation has been shared electronically by Pamela Couch with Donald Pennington

Receipt acknowledged by electronic signature of Donald Pennington on 04/10/2024

Domain: Classroom Management

Teacher plans for and executes a lesson relating to short-term and long-term objectives.

Highly Effective

Comments

4

Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives. Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels. Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time. Materials and equipment are ready at the start of the lesson or instructional activity.

Teacher clearly defines and effectively manages behavior.

Highly Effective

Comments

4

Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students. Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students. Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc. As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level/word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.

Teacher assures a contribution to building-wide positive climate responsibilities.

Highly Effective

Comments

4

Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments/time periods. Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.

Teacher develops daily lesson plans designed to achieve the identified objectives.

Highly Effective

Comments

4

Plans are developed consistently and on time, or in advance, based upon an analysis of data. Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus). Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building. Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.

Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.

Highly Effective

Comments

4

Consistently uses assessments to evaluate student learning and guide and support differentiated instruction. Grading is fair, transparent to students and in accordance with district's grading policies. Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals. Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.

Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.

Highly Effective

Comments

4

Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole. Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students

Classroom Management Average: 4.00

Domain: Instructional Effectiveness

Teacher embeds the components of literacy into all instructional content

Effective

Comments

3

Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. As appropriate for the content area, instruction is provided through text.

Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.

Effective

Comments

3

Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.

Teacher uses active learning, questioning techniques and/or guided practices to involve all students.

Highly Effective

Comments

4

Routinely uses strategies to ensure engagement of all students. Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes. Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy. Skillfully uses wait time as a tool to engage students in active learning. Engages students by incorporating their individual skills and interests into the lesson.

Teacher teaches the objectives through a variety of methods.

Highly Effective

Comments

4

Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles/multiple intelligences. The activities maximize student potential and most require significant cognitive challenge. Technology is woven into/serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.

Teacher provides clear instruction and direction.

Highly Effective

Comments

4

Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions. Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time. Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.

Teacher demonstrates / models the desired skill or process.

Effective

Comments

3

Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.

Teacher checks to determine if students are progressing toward stated objectives.

Highly Effective

Comments

4

Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce positive student behaviors. Makes eye contact with all students often. Routinely uses developmentally appropriate student response techniques to increase active engagement by the students. Uses immediate feedback concerning student's understanding. Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.

Teacher changes instruction based on the results of monitoring.

Effective

Comments

3

Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students. Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons. Reviews data from assessments to modify instruction and guide intervention strategies.

Teacher summarizes and fits into context what has been taught.

Effective

Comments

3

Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context. Connects what is learned to prior learning.

Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.

Effective

Comments

3

Accepts responsibility for the success of all students. Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate. Provides required feedback to student, roster teacher and/or parent. Assures that all students have access to current state standards/district curriculum.

Instructional Effectiveness Average: 3.40

Domain: Professional Growth & Continuous Improvement

Uses Professional Growth as a Continuous Improvement Strategy.

Highly Effective

Comments

4

Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.

Exhibits behaviors and efficiencies associated with professionalism.

Highly Effective

Comments

4

Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

Professional Growth & Continuous Improvement Average: 4.00

Domain: Interpersonal Skills

Effective Interactions and Collaboration with Stakeholders.

Effective

Comments

3

Interacts with families and colleagues in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program. Collaborates appropriately and makes decisions that reflect genuine professional consideration.

Interpersonal Skills Average: 3.00

Domain: Leadership

Exhibits Positive Leadership through Varied Involvements.

Highly Effective

Comments

4

Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event. Actively participates in assisting other educators in their growth as professionals. Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.

Leadership Average: 4.00

	Average	Weight	Score
Classroom Management	4	30%	1.2
Instructional Effectiveness	3.4	50%	1.7
Professional Growth & Continuous Improvement	4	10%	0.4
Interpersonal Skills	3	5%	0.15
Leadership	4	5%	0.2

Overall Score

3.65

4.8 - 5.0

3.8 to under 4.8

2.8 to under 3.8

1.8 to under 2.8

under 1.8

Superior

Highly Effective

Effective

Needs Improvement

Ineffective

General Comments

Mr. Pennington is an asset to our MHS Staff. He has made it known on his social media page that he is seeking employment elsewhere with the potential of coaching baseball. If this becomes the case, we will be disappointed to lose his quality teaching in the classroom.