

Teacher Evaluation

District	Grove (Del) Public Schools	Site	Grove High School
Evaluator	Renae Dozier	Evaluation Date	11/9/2015
		Teacher	Donny Pennington
		Assignment	Alternative Education

Date of Observation(s)
10/22/2015 11/9/2015

This Evaluation has been shared electronically by Renae Dozier with Donny Pennington

Receipt acknowledged by electronic signature of Donny Pennington on 11/09/2015

Domain: Classroom Management

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

Superior
5 **Comments**

Graduation plans for every student are in place

Teacher clearly defines and effectively manages behavior.

Superior
5 **Comments**

Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards. Students are engaged and are 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 at all times. Standards of conduct extend beyond the classroom. As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, in a manner that promotes positive behavior and relationships and encourages students to self-discipline.

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

Superior
5 **Comments**

Coach Pennington takes complete responsibility for the alternative academy.

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

Not Applicable
0 **Comments**

Not Applicable

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

Superior
5 **Comments**

Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction. Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students. Assessments provide useful and immediate feedback— separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals. Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals. Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.

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: 4.80

Domain: Instructional Effectiveness

Teacher embeds the components of literacy into all instructional content

Highly Effective

4

Comments

reading, writing, analysis, application

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

3

Effective

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.

Highly Effective

Comments

4

Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students misunderstanding.

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

Superior

Comments

5

Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class. Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students. Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.

Teacher changes instruction based on the results of monitoring.

Highly Effective

Comments

4

Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests. Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs. Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.

Teacher summarizes and fits into context what has been taught.

3

Effective

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

Superior

Comments

5

Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class. Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success." Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications. The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.

Instructional Effectiveness Average: 4.00

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.

Superior

Comments

5

Serves as a model and mentor exhibiting 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: 4.50

Domain: Interpersonal Skills

Effective Interactions and Collaboration with Stakeholders.

Superior

Comments

5

Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation. Communication is clearly understood by diverse stakeholders. Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

Interpersonal Skills Average: 5.00

Domain: Leadership

Exhibits Positive Leadership through Varied Involvements.

Highly Effective

4

Comments

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	4.8	30%	1.44
Instructional Effectiveness	4	50%	2
Professional Growth & Continuous Improvement	4.5	10%	0.45
Interpersonal Skills	5	5%	0.25
Leadership	4	5%	0.2

Overall Score

4.34

4.8 - 5.0
Superior

3.8 to under 4.8
Highly Effective

2.8 to under 3.8
Effective

1.8 to under 2.8
Needs Improvement

under 1.8
Ineffective

General Comments

Coach Pennington does an amazing job. He is a great leader for our school.