

# Teacher Performance Evaluation Summary

Teacher Name: Vliek, William

Date: 4/9/2014

Evaluator: Hardenbrook, James

## Domain 1: Planning and Preparation

### Standard 1a: Demonstrating Knowledge of Content and Pedagogy

| Desired Characteristics             |  | Administrative Comments or Detail   |
|-------------------------------------|--|---|
| <input checked="" type="checkbox"/> | Lists a relevant learning target(s) for lessons  | Relevant learning targets displayed on projector daily. Mr. Vliek has also created posters of the standards that are hung in front of the classroom. These posters are referred to in accordance with the daily lesson or marked with a "today" sign. |
| <input type="checkbox"/>            | Unit plan is built around relevant course standards  | Click here to enter text.   |
| <input checked="" type="checkbox"/> | Learning targets are logical components of the "unpacked" standards  | Learning targets are displayed in student friendly language.  |
| <input type="checkbox"/>            | Planning materials align with the pacing of the curriculum map   | Click here to enter text.   |
| <input checked="" type="checkbox"/> | Contains a series of valid learning activities that align with the learning target(s)  | Daily learning activities are based on a larger learning target displayed to the students daily.  |
| <input checked="" type="checkbox"/> | Lists academic vocabulary needed and clarifies which terms should be taught explicitly   | Mr. Vliek lists academic vocabulary within the learning targets for the day.  |
| <input checked="" type="checkbox"/> | Demonstrates teacher understanding of potential student misconceptions and proactive planning to avoid or address these pitfalls | During explanations, Mr. Vliek uses his experience and personal examples to illustrate common problems when students address a skill in a proactive rather than reactive manner.  |

### Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 1b: Demonstrating Knowledge of Students

| Desired Characteristics  |   | Administrative Comments or Detail |
|--------------------------|---|-----------------------------------|
| <input type="checkbox"/> | Contain a pre-test or review that gives the teacher useable data about student background knowledge | Click here to enter text.         |

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| <input checked="" type="checkbox"/>    | Contain enough variety to engage students with different learning styles   | Mr. Vliek incorporates personal and peer examples/ demonstrations as well as utilizes outside resources such as college students to create variety in the learning experience. Choice, competition, creativity, and individual perspective is honored. |
| <input checked="" type="checkbox"/>    | Based around key questions, prompts, or problems that demonstrate the relevance of the learning.   | Mr. Vliek presents lessons in a way that encompasses a measurable objective that is based around the learning standard. A real-world connection is also made within the context of the learning.   |
| <input checked="" type="checkbox"/>    | Designed to allow for differentiation of presentation, processing, and/or demonstration of knowledge so all students in each class have access to learning | Mr. Vliek presents material in a dynamic way that allows all learning styles access to the material. Mr. Vliek presents the material in an enthusiastic way that encourages and motivates students.  |
| <b>Overall Rating for the Standard</b> |  | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective   |

| Standard 1c: Setting Instructional Outcomes |   |  |
|---|---|--|
| Desired Characteristics                     |   | Administrative Comments or Detail  |
| <input checked="" type="checkbox"/>         | Learning targets are stated in student-friendly language  | Learning targets are stated in an appropriately rigorous language and explained in a way that students can understand highlighting necessary vocabulary. Objectives are reviewed multiple times throughout the lesson. |
| <input checked="" type="checkbox"/>         | Learning targets are stated as goals that can be measured   | Learning targets are in an “I can” statement.  |
| <input checked="" type="checkbox"/>         | Learning targets are rigorous, presenting an appropriate challenge for the students for whom the lessons were written | See above.   |
| <input checked="" type="checkbox"/>         | Learning targets align to form logical “steps” toward mastery of the unit standard(s)                                 | Lesson formats include scaffolding that allows students to build upon existing knowledge to obtain mastery.  |
| <input type="checkbox"/>                    | Designed to help students see the interconnection of standards and subject areas                                      |  |
| <b>Overall Rating for the Standard</b>      |   | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective                                       |

## Standard 1d: Demonstrating Knowledge of Resources

| Desired Characteristics |  | Administrative Comments or Detail  |
|-------------------------|--|--|
| ☒                       | Demonstrates understanding of and proficiency with skills learned through district and building professional development                   | Mr. Vlieg consistently brings methods and techniques from district PD and other professional development that he attends.  |
| ☒                       | Demonstrates the use of resources that enhance students' ability to connect with the subject matter visually, orally, and kinesthetically. | Mr. Vlieg makes good use of available resources and technology to enhance his lessons. Students often listen and view support materials/recordings in order to immerse the student into the lesson.                                    |
| ☒                       | Demonstrates the use of technology to enhance learning   | Numerous items included but not limited to: data projector, YouTube, Apple recording devices and "apps", personal web-page, pa and mixing systems etc.   |
| ☒                       | Demonstrates the use of community resources to enhance learning.   | Mr. Vlieg consistently incorporates outside resources including exposure to increased competitions and festivals as well as welcoming in professionals/students from the industry to enhance students' passion for the subject matter. |

### Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

## Standard 1e: Designing Coherent Instruction

| Desired Characteristics |  | Administrative Comments or Detail   |
|-------------------------|--|---|
| ☒                       | Logical progression from introduction of information or skill to application   | Lessons properly build and reinforce skills while appropriately challenging students to attempt new skills.   |
| ☒                       | Logical progression from dependent learning to collaborative processing to independent demonstration of knowledge or skill             | Mr. Vlieg does a great job at differentiating/scaffolding the classroom with "whole band", "small group", and "solo" activities.  |
| ☒                       | Demonstrates focus on universal engagement (active involvement) in activities  | Mr. Vlieg's instructional style makes him a part of the band, not just its' leader. This style is reflected in his students' enthusiasm to participate in class activities in and out of the traditional classroom. |
| ☒                       | Contains enough differentiation to allow all students to have access to introductory concepts  | See 1B #4   |
| ☒                       | Contains enough differentiation to challenge all students to apply concepts at the highest order of learning of which they are capable | See 1B #4. Mr. Vlieg has incorporated new methods garnered from recent learning that allows increased differentiation and student involvement within the lesson.  |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 1f: Designing Student Assessment

| Desired Characteristics             |   | Administrative Comments or Detail  |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | Formative assessment is interspersed throughout lessons and units to make transparent to the teacher and students the level of each individual's progress toward mastery and adjust methodology as appropriate  | Mr. Vlieg has developed a system of formative and summative assessments that appropriately assess the performance of the band as a whole, as well as playing tests to assess individual performance. |
| <input type="checkbox"/>            | All assessments throughout the lesson or unit are aligned to the learning target(s) and standard(s)   | Click here to enter text.  |
| <input checked="" type="checkbox"/> | Assessments are designed in such a way that feedback can be given in a timely manner to foster continued improvement; grading reflects mastery rather than task completion  | Feedback is often provided instantly offering suggestions that would increase mastery.   |
| <input checked="" type="checkbox"/> | Assessments are differentiated to account for the variety of learning and communication styles in the classroom and students with special needs   | Playing auditions and informal recordings are used to assess progress on individual levels.  |
| <input checked="" type="checkbox"/> | Assessments (and results) are linked to standards and documented in such a way that teachers can use formative and summative assessments to demonstrate student growth toward mastery and identify patterns that will assist in modification of course curriculum and learning activities | Assessments are logical extensions of class standards and objectives.  |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

## Domain 2: The Classroom Environment

Standard 2a: Creating an Environment of Respect and Rapport

| Elements                               | Key Characteristics   | Comments/Detail   |
|--|---|---|
| Respect/<br>Rapport                    | Warm, polite, caring, respectful, knowing and recognizing individuals | <input checked="" type="checkbox"/> Maintains a positive, supportive demeanor<br><input checked="" type="checkbox"/> Demonstrates care and concern for students as individuals<br><input checked="" type="checkbox"/> Models respectful interaction<br><br>Mr. Vlieg continually supports and encourages students of all levels and actively seeks out knowledge of students to build relationships.  |
| Appropriateness                        | Age and culturally appropriate  | <input type="checkbox"/> Incorporates students' interests into lessons<br><input checked="" type="checkbox"/> Uses language and tone appropriate for the age and culture of the students<br><br>Mr. Vlieg presents material and challenges students in a way that is easy for students to understand. This ability also serves as a foundation for productive relationships.  |
| Student Led                            | Students model, support, and promote norms                            | <input checked="" type="checkbox"/> Students are asked to self-assess classroom issues and obstacles to learning<br><input checked="" type="checkbox"/> Students appropriately encourage peers to engage in classroom activities and model classroom norms<br><br>The established environment provides a safe place for students to take risks within the learning. Students feel comfortable with one another and push each other to perform to the best of their abilities. |
| <b>Overall Rating for the Standard</b> |   | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective  |

| Standard 2b: Establishing a Culture for Learning |   |   |
|--|---|---|
| Elements   | Key Characteristics                                 | Comments/Detail   |
| Teacher Enthusiasm                               | Passion for subject area and working with students  | <input checked="" type="checkbox"/> Teacher demonstrates enthusiasm for curricular area(s)<br><input checked="" type="checkbox"/> Teacher demonstrates passion for teaching his/her students<br><input checked="" type="checkbox"/> Teacher models passion for continual learning<br><br>Mr. Vlieg "lives" his curriculum and this enthusiasm is easily seen and transferred to students.   |
| Student Buy-In                                   | Students demonstrate commitment to the subject area | <input checked="" type="checkbox"/> Students are engaged because of "motivational levers" (e.g.; controversy, choice, competition, challenge, creativity, etc.)<br><input type="checkbox"/> Students care about and measure their own progress toward learning targets using lesson activities and assessments<br><input checked="" type="checkbox"/> There is evidence of a "class contract" or collaborative agreement about behavior<br><br>The mutual respect of the classroom manifests itself in behavior that is productive and free from disciplinary issues. |

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|--|---|---|
| Teacher Expectations   | Rigorous academic expectations and high behavioral expectations | <input checked="" type="checkbox"/> Instruction maintains a “perky pace” (Archer) to assure rigor and focus<br><input checked="" type="checkbox"/> Attention is directed and redirected to measurable outcomes<br><br>Transitions are seamless and efficient. |
| <b>Overall Rating for the Standard</b>   |   |   |
| <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective |   |   |

| Standard 2c: Managing Classroom Procedures |  |  |
|--|--|--|
| Elements                                   | Key Characteristics  | Comments/Detail  |
| Maximizing instructional time              | Bell-to-bell instruction, effective transitions between activities   | <input checked="" type="checkbox"/> An aligned (either reviewing previous instruction or creating an anticipatory set for the current day’s) bell-ringer activity is used to engage students at the bell<br><input checked="" type="checkbox"/> Transition from one activity to the next are well managed using proactive instructions and/or practiced processes<br><input checked="" type="checkbox"/> Utilizes closing minutes to reach a point of closure and organize or assess students in preparation for the next lesson<br><br>Class is extremely efficient and process oriented. Expectations are clear and students comply with little to no prompting necessary for the teacher. |
| Instructional procedures                   | Designated groupings, management of collaboration, norms for independent work or class discussion, etc.                    | <input checked="" type="checkbox"/> Uses planned pairings and other proactive groupings for effective, efficient collaboration<br><input type="checkbox"/> Has well-communicated expectations for student-driven instructional practices (group and individual) that are consistently reviewed and enforced<br><input checked="" type="checkbox"/> Norms for class discussion create an atmosphere where all voices are respected and heard.<br><br>Mr. Vlieg prepares lessons that allow for student expression and opinion. Student views are used to aid in development of the classroom procedures and assignments   |
| Non-instructional procedures               | Procedures to effectively manage paperwork and resource distribution/ collection, restroom passes, pencil sharpening, etc. | <input checked="" type="checkbox"/> Evidence of effective procedures for resource distribution/ collection<br><input type="checkbox"/> Evidence of effective procedures for managing passes out of class<br><input type="checkbox"/> Evidence of effective procedures for other non-instructional necessities such as sharpening pencil, asking non-academic questions, throwing items away, etc.<br><br><a href="#">Click here to enter text.</a>   |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 2d: Managing Student Behavior

| Elements              | Key Characteristics   | Comments/Detail   |
|-----------------------|---|---|
| Established Standards | Clearly communicated behavioral expectations, modified for different learning environments (independent, small group, class discussion) | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Behavioral expectations are supported with visual reinforcement</li> <li><input checked="" type="checkbox"/> Behavioral expectations are supported with verbal reinforcement</li> <li><input checked="" type="checkbox"/> Positive behavior supports are used effectively</li> </ul> <p style="color: #808080; text-align: center;">Click here to enter text.</p>  |
| Teacher Monitoring    | Preventative, subtle, consistent  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Proactive monitoring ensures teacher awareness of potential issues</li> <li><input checked="" type="checkbox"/> Subtle but effective cues are used to deter or quickly quell potential issues</li> <li><input type="checkbox"/> Unproductive and disruptive behaviors are consistently addressed</li> </ul> <p>Mr. Vlieg's relationship allows him to effectively monitor student behavior and re-direct any off-task behavior before it becomes an issue.</p> |
| Teacher Response      | Discrete, respectful, appropriate intervention  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention avoids embarrassing the student</li> <li><input checked="" type="checkbox"/> Intervention minimizes interruption of education</li> <li><input checked="" type="checkbox"/> Intervention effectively deters future incidents</li> </ul> <p style="color: #808080; text-align: center;">Click here to enter text.</p>  |
| Student Role          | Students take ownership of behavior, self-monitor and support   | <ul style="list-style-type: none"> <li><input type="checkbox"/> A "class contract" or collaborative behavior agreement is referenced by the student in analyzing misbehavior</li> <li><input type="checkbox"/> Students appropriately encourage peers to engage in classroom activities and model classroom norms</li> </ul> <p>Students are recognized with leadership roles and are often charged with the task of supporting and monitoring sub-groups of the class.</p>   |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 2e: Organizing Physical Space

| Elements                               | Key Characteristics  | Comments/Detail  |
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| Physical Safety                        | Unrestricted mobility, able to be proactively monitored and supervised               | <input checked="" type="checkbox"/> Physical environment allows for unrestricted physical access and mobility<br><input checked="" type="checkbox"/> Physical environment allows for effective monitoring by the teacher<br><br>Students efficiently set-up/tear down-equipment daily, Mr. Vliek often moves throughout the room monitoring performance and behavior.                                |
| Educational Accessibility              | Aligned with the needs of the methodology employed to ensure universal accessibility | <input checked="" type="checkbox"/> Physical environment is adapted to align with the different methodologies employed<br><br>Band poses a unique challenge/opportunity in that students are responsible for setting up instruments, chairs, and other equipment on a daily basis. Different lessons require different formats of set-up. This is completed efficiently with little added direction. |
| Technology                             | Skillfully incorporated, aligned with and enhancing the methodology employed         | <input checked="" type="checkbox"/> The teacher uses technology skillfully, proactively assuring readiness<br><input checked="" type="checkbox"/> The technology used and the manner of use align with the lesson's learning target(s)<br><br>See above  |
| <b>Overall Rating for the Standard</b> |  | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective   |

### Domain 3: Instruction

| Standard 3a: Communicating with Students |  |  |
|--|--|--|
| Elements                                 | Key Characteristics  | Comments/Detail  |
| Learning Target                          | Clearly displayed or communicated, referred back to throughout lesson, central to all lesson activities and assessment | <input checked="" type="checkbox"/> Learning target is clearly displayed<br><input checked="" type="checkbox"/> Learning target is reinforced throughout lesson<br><input checked="" type="checkbox"/> Learning activities all align with the learning target<br><br>Use of projector to detail learning targets in an "I can" statement along with agenda items. Mr. Vliek references goals frequently throughout the class period to focus students and as a means of assessment of attaining said goals. High school standards are posted in poster form. Current standard being addressed is marked with a "today" sign. |



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| Directions and Procedures              | Directions and procedures are clearly communicated (in writing where appropriate) and reinforced proactively (with attention to likely misconceptions) | <input checked="" type="checkbox"/> Directions are given in a way that clarify what is to be done and how it will be assessed<br><input checked="" type="checkbox"/> Examples and non-examples are given when appropriate to clarify procedures and expected outcomes<br><br>Mr. Vlieg does an excellent job clarifying and redirecting students when necessary.  |
| Teacher Language and Speech            | Clearly spoken, positive/supportive tone, age and culturally appropriate for intended group or individual  | <input checked="" type="checkbox"/> Uses an audible tone of voice and modulates volume and tone appropriately for emphasis and engagement<br><input checked="" type="checkbox"/> Maintains a positive, professional, supportive tone<br><input checked="" type="checkbox"/> Uses language and tone appropriate for the age and culture of the students<br><input type="checkbox"/> Appropriate detail used in providing feedback and instruction/redirection<br><br>Click here to enter text. |
| <b>Overall Rating for the Standard</b> |  | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective  |

| Standard 3b: Using Questioning and Discussion Techniques |   |   |
|--|---|---|
| Elements   | Key Characteristics   | Comments/Detail   |
| Questioning  | Progressive from knowledge-level to higher-order analysis, objective to subjective, use of processing (wait) time, universal engagement | <input checked="" type="checkbox"/> Engages all students with questions appropriate to their level of understanding to foster success and growth<br><input checked="" type="checkbox"/> Asks questions that require a progressively higher level of thought or understanding<br><input checked="" type="checkbox"/> Uses universal engagement techniques (random calling, partnering, response journals) so all students are accountable for considering questions and generating responses<br><input checked="" type="checkbox"/> Uses wait time effectively<br><br>Mr. Vlieg teaches students from beginners to advanced. Lessons effectively challenge students of all levels with proper support and questioning to help students come to answers of their own volition. New lessons learned from recent professional development require additional levels of thinking within the class standards. |

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| Discussion                             | Student-driven, Socratic, progressive from knowledge-based to higher-order thought, structured, focused, engaging all students                             | <input checked="" type="checkbox"/> Engages all students in discussion<br><input checked="" type="checkbox"/> Encourages appropriate student-to-student response and questioning, giving students ownership and fostering collaborative exploration and discovery<br><input checked="" type="checkbox"/> Guides discussion to a progressively higher level of thought or understanding<br><input checked="" type="checkbox"/> Uses universal engagement techniques (random calling, partnering, voting, structured debate, response journals) so all students are actively processing the discussion topic<br><br><a href="#">Click here to enter text.</a>   |
| Student Led                            | Students generate relevant questions, use academic language, respond to one another's prompts, and provide positive peer pressure for universal engagement | <input checked="" type="checkbox"/> Students use content-specific academic language in discussing/questioning<br><input checked="" type="checkbox"/> Students are engaged because of "motivational levers" (e.g.; controversy, choice, competition, challenge, creativity, etc.)<br><input type="checkbox"/> Students explain their thinking/learning process, recognizing the value of sharing the process, not just the outcome<br><input checked="" type="checkbox"/> Students appropriately encourage peers to engage in the process and model classroom norms<br><br>Mr. Vlieg seizes the opportunity to infuse lessons that encourage personal reflection and opinion. He supports his students' voice. Student section leaders are utilized to further progress and development. |
| <b>Overall Rating for the Standard</b> |  | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective  |

| Standard 3c: Engaging Students in Learning |  |  |
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| Elements                                   | Key Characteristics  | Comments/Detail  |
| Level of Student Engagement                | Active, focused, collaborative, at a rigorous or challenging level | <input checked="" type="checkbox"/> Engagement in classroom activities is active, with students "doing the act" of learning (speaking, writing, asking, building, etc.)<br><input type="checkbox"/> All students are involved in collaborative "meaning-making," discussing concepts or ideas with one or more peers<br><input checked="" type="checkbox"/> All students are cognitively stretched -- challenged to learn at their level of ability and background knowledge<br><br>Mr. Vlieg teaches students from beginners to advanced. Lessons effectively challenge students of all levels with proper support and questioning to help students come to answer of their own volition. |

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| Perceived Value of Activities          | Individual activities are perceived as relevant, interesting, or academically valuable, as evidenced by engagement                           | <input checked="" type="checkbox"/> Students are engaged because of “motivational levers” (e.g.; controversy, choice, competition, challenge, creativity, etc.)<br><input checked="" type="checkbox"/> Learning activities are authentic and/or the learning target is connected to students’ lives<br><br>Mr. Vliek seizes the opportunity to infuse lessons that encourage personal reflection and opinion. He supports his students’ voice.   |
| Structure of Activities                | Activities correlate to show interconnection, progress toward mastery of communicated outcomes, are authentic                                | <input checked="" type="checkbox"/> Activities are all tied to the learning target<br><input checked="" type="checkbox"/> Activities progress from dependent and introductory to independent and complex (higher-order thought and application)<br><input checked="" type="checkbox"/> Students are able to see and monitor progress toward mastery of standards through mastery of interconnected “steps” composed of the learning targets<br><br>Click here to enter text.   |
| Differentiation of Activities          | Activities are adjusted so the background knowledge, reading level, modes of learning, etc. are not obstacles to success or individual rigor | <input type="checkbox"/> Materials are differentiated to assure that students’ reading level or other background knowledge or skills are not an obstacle<br><input checked="" type="checkbox"/> Proactive partnering and other strategic grouping is used to assure that students have support in processing concepts at an appropriate but rigorous level<br><input checked="" type="checkbox"/> The variety of activities provides access to learning for students with visual, tactile/kinesthetic, or auditory learning needs.<br><input checked="" type="checkbox"/> The manner in which students demonstrate learning is differentiated to allow for students’ abilities and strengths.<br><br>Students are organized in multiple groupings in order to maximize student performance. Students of all levels are able to succeed. Mr. Vliek moves from one task to other quickly and efficiently taking opportunities to differentiate activities. |
| <b>Overall Rating for the Standard</b> |  | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective   |

| Standard 3d: Using Assessment in Instruction |                     |                 |
|--|---------------------|-----------------|
| Elements                                     | Key Characteristics | Comments/Detail |

|                      |   |  |
|----------------------|---|--|
| Formative Assessment | Formative assessment is used throughout most lessons, making progress toward mastery visible and measurable for the teacher and individual students. The formative assessment aligns with learning targets. | <input type="checkbox"/> Formative assessment is universal in nature, giving the teacher insight into all students' level of understanding<br><input checked="" type="checkbox"/> Formative assessments connect to learning target(s)<br><input checked="" type="checkbox"/> Formative assessment is used throughout the lesson, giving the teacher many opportunities for adjustment<br><br>The nature of the class allows Mr. Vlieg to constantly informally assess and provide instant feedback to students with the band as a whole, with smaller sections, and further in individual lessons. Mr. Vlieg is able to adjust current lessons and make changes to instruction immediately to support the students in their learning. Students are further allowed to assess their own performance through the bands YouTube channel where they can listen to recordings. Rubrics have been developed for this assessment. |
| Feedback             | Students are given specific, timely, formative feedback during the lesson so each can adjust his/her methods or effort to master the learning target or objective.  | <input checked="" type="checkbox"/> Informal feedback that gives students insight into their relative progress toward mastery is given throughout each lesson<br><input checked="" type="checkbox"/> Feedback is specific enough to encourage and guide continual improvement<br><input checked="" type="checkbox"/> Feedback is timely, guiding student effort toward mastery prior to making (or reinforcing) errors and misconceptions<br><br>Feedback is instantaneous and used to drive instruction. Specific items are isolated and worked on for continued mastery.   |
| Summative Assessment | Summative assessments are designed to provide data about the level of student mastery of specific unit or course objectives and are facilitated and graded in a way that ensures validity.                  | <input checked="" type="checkbox"/> Summative assessments are documented to give data about relative mastery of specific skills, concepts, and standards<br><input checked="" type="checkbox"/> Summative assessment is conducted in a manner that ensures validity<br><input checked="" type="checkbox"/> Summative assessments are valued by both the teacher and students as the formal measure of student learning<br><br>Playing auditions are accompanied with an authentic rubric. Members receive instant feedback as well as detailed rubric feedback shortly after performance. This assessment is used to determine placement between wind ensemble and concert band as well as position within each band.  |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 3e: Demonstrating Flexibility and Responsiveness

| Elements | Key Characteristics | Comments/Detail |
|----------|---------------------|-----------------|
|----------|---------------------|-----------------|

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|--|--|---|
| Teachable Moments                      | The teacher recognizes and takes advantage of teachable moments to enhance learning without digressing from the lesson/unit objectives to an extent incommensurate with the opportunity to extend learning | <input checked="" type="checkbox"/> Relevant questions receive a response (from other students or discussion if applicable or from the teacher) to give students ownership of learning<br><input checked="" type="checkbox"/> Teachable moments – when learning can be enhanced by connecting to life events, exploring misconceptions, exploring possibilities and questions, etc. – are embraced as opportunities for collaborative, authentic learning<br><input checked="" type="checkbox"/> The teacher sets appropriate boundaries on teachable moments to keep from allowing unreasonable time allotment or deterring too far from lesson/unit targets<br><br>Mr. Vliek seizes the opportunity to infuse lessons that encourage personal reflection and opinion. Current topics and discussions are allowed to direct lessons when applicable and appropriate. |
| Lesson Adjustments                     | The teacher adjusts methodology or lesson elements as necessary – in response to formative data or student input– to ensure the success and engagement of all students                                     | <input checked="" type="checkbox"/> The teacher responds to misconceptions in a timely manner to avoid errant practice<br><input checked="" type="checkbox"/> Data from formative assessment results in adjustment of methodology or activities – including re-teaching – as appropriate<br><br>Feedback is instantaneous and used to drive instruction. Specific items are isolated and worked on for continued mastery.   |
| <b>Overall Rating for the Standard</b> |  | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective  |

| <b>Domain 4: Professional Responsibilities</b> |  |  |
|--|--|--|
| <b>Standard 4a: Reflecting on Teaching</b>     |  |  |
|  | Desired Characteristics  | Administrator Comments (Optional)  |
| <input checked="" type="checkbox"/>            | The teacher adjusts lessons and units shortly after facilitation to foster continual improvement                     | Based on needs as manifested in rehearsal.   |
| <input type="checkbox"/>                       | The teacher makes lesson and unit adjustments based on both perceptive and objective data about lesson effectiveness | Click here to enter text.  |
| <input checked="" type="checkbox"/>            | The teacher collaborates with peers to find new perspectives and approaches for continual improvement                | Mr. Vliek employs a large network of relationships with local band instructors to include variety in instruction and expose students to new learning opportunities and performances. |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 4b: Maintaining Accurate Records

|                                     | Desired Characteristics   | Administrator Comments (Optional)  |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | Lesson plans are submitted on time on a weekly basis  | Planbook is up to date and contains required items.  |
| <input checked="" type="checkbox"/> | Grades are accurate, updated weekly, and primarily based on student mastery   | Click here to enter text.  |
| <input checked="" type="checkbox"/> | Attendance is entered on time and accurately  | Little to no errors. Multiple methods used as class does not always convene within the building.   |
| <input checked="" type="checkbox"/> | Work requests for absent students are submitted in a timely and thorough manner   | Click here to enter text.  |
| <input type="checkbox"/>            | For students with patterns of behavioral issues, occurrences and interventions are documented consistently to provide data for SAMs and future intervention | Click here to enter text.  |
| <input checked="" type="checkbox"/> | Students track and analyze their performance in class (through progress graphing, learning log, reflective journal, etc.)                                   | Mr. Vliek has incorporated student self-analysis of playing through recording. Class YouTube channel allows for continued review at any time. Recording are made weekly. |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 4c: Communicating with Families

|                                     | Desired Characteristics  | Administrator Comments (Optional)   |
|-------------------------------------|--|---|
| <input checked="" type="checkbox"/> | A syllabus (containing unit outlines, grading policies, classroom expectations, contact information, etc.) is distributed to students and communicated to parents for each class | Mr. Vliek has developed a comprehensive handbook illustrating proper procedure, expectation, and participation requirements. Parents attend a separate meeting. |
| <input checked="" type="checkbox"/> | Parents are contacted proactively when a student's effort, attendance, or grade falters  | Click here to enter text.   |

|                                     |  |   |
|-------------------------------------|--|---|
| <input checked="" type="checkbox"/> | Parents are contacted to communicate student successes   | Click here to enter text.   |
| <input checked="" type="checkbox"/> | Parents are proactively contacted about upcoming school events and major classroom projects and deadlines  | A host of multimedia tools is employed to communicate with families of upcoming events. |
| <input checked="" type="checkbox"/> | Information is conveyed to students regularly about how they can support or extend student learning at home.   | Click here to enter text.   |
| <input checked="" type="checkbox"/> | Internet or cellular-based technology (social media, regular email blasts, web page, etc.) is used to regularly and interactively contact groups of parents and students and convey necessary information. | A host of multimedia tools is employed to communicate with families of upcoming events. |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 4d: Participating in a Professional Community

| Desired Characteristics             |   | Administrator Comments (Optional)  |
|-------------------------------------|---|--|
| <input type="checkbox"/>            | The teacher regularly observes other teachers teaching and invites other teachers to observe him/her  | Click here to enter text.  |
| <input checked="" type="checkbox"/> | The teacher actively collaborates with peers to foster continual improvement in areas of need for the individual(s) and/or school or district | Mr. Vliek employs a large network of relationships with local band instructors to include variety in instruction and expose students to new learning opportunities and performances. |
| <input checked="" type="checkbox"/> | The teacher is actively involved at school events, promoting school and district initiatives  | Mr. Vliek is an active participant in student activities above his own involvement in marching band, parades, pep assemblies, pep band, plays etc.                                   |
| <input type="checkbox"/>            | The teacher is a leader among his/her peers, organizing collaborative improvement efforts or acting to improve collegiality                   |  |

## Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

### Standard 4e: Growing and Developing Professionally

| Desired Characteristics                |   | Administrator Comments (Optional)  |
|--|---|--|
| <input checked="" type="checkbox"/>    | The teacher analyzes data from his/her classroom and uses the information to seek out peer input and professional development to improve curriculum/methodology   | Click here to enter text.  |
| <input checked="" type="checkbox"/>    | Methodology learned through professional development is effectively put into practice and is shared with peers as appropriate   |  |
| <input checked="" type="checkbox"/>    | The teacher is reflective about his/her own practice and is able to generate meaningful professional growth goals and seek out relevant professional development (via collaboration, book study, MOOCs, conferences, etc.) that will impact student learning                                      | Mr. Vliek actively searches out and incorporates new methods/technologies to instruct students. New ideas are shared between a close-knit group of colleagues from the area to whom Mr. Vliek often collaborates with. |
| <input checked="" type="checkbox"/>    | The teacher seeks out and accepts feedback and constructive criticism from colleagues and supervisors, listening open-mindedly instead of defensively, incorporating suggested practices and refinements as appropriate, and demonstrating a commitment to continued growth and lifelong learning | Suggestions are met in a professional way. The relationship is clearly more of a discussion than a directive. Ideas that are mutually agreed upon are incorporated into the class procedure.                           |
| <input type="checkbox"/>               | The teacher creates professional learning opportunities for peers in cooperation with building or district administration   | Click here to enter text.  |
| <b>Overall Rating for the Standard</b> |   | <input type="checkbox"/> Highly Effective<br><input checked="" type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective                                       |

| Standard 4f: Showing Professionalism |  |  |
|--------------------------------------|--|--|
| Desired Characteristics              |  | Administrator Comments (Optional)  |
| <input checked="" type="checkbox"/>  | Maintains focus on the school mission (a quality educational experience for all students through adherence to our guiding principles) in decision-making processes | Mr. Vliek works tirelessly to support Fowlerville students not only in his band classes but also other students that he comes into contact with in extracurricular activities such as sporting events and plays. |
| <input checked="" type="checkbox"/>  | The teacher conducts him/herself ethically and honestly at all times, maintaining confidentiality and adhering to high standards of personal integrity             | Click here to enter text.  |



|  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/>    | The teacher maintains the highest standards of professionalism, complying with professional expectations, representing the district well in interactions with students, parents, and community members, communicating proactively through the proper channels to report issues, and actively supporting school/district improvement efforts | Mr. Vliek's role often puts him in the forefront of large groups of stakeholders be it in community parades, marching band, and performances. His conduct is always professional and of high character.   |
| <input checked="" type="checkbox"/>    | The teacher collaborates well with peers, demonstrating passion for teaching and the willingness and ability to seek out solutions. The teacher is valued as a dependable team member who models problem-solving and proactive communication  | Mr. Vliek has developed a close network of peers within the band community and is looked upon as a leader in his field. I look to Mr. Vliek to find more ways to take a leadership role within the Fowlerville staff as his insight and relationships with students allow him to be an influential team member. |
| <input type="checkbox"/>               | The teacher takes a leadership role in fostering universal focus on the district's mission, promoting professionalism and continual improvement, and ensuring that all students' needs and interests are represented  | Click here to enter text.   |
| <b>Overall Rating for the Standard</b> |   | <input type="checkbox"/> Highly Effective<br><input checked="" type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective  |

| <b>Domain 5: Student Achievement</b>         |  |   |
|--|--|---|
| <b>Standard 5a: Student Achievement Data</b> |  |   |
| Desired Characteristics                      |  | Administrator Comments (Optional)   |
| <input checked="" type="checkbox"/>          | The teacher's assessments align with relevant learning targets and course objectives.  | Consistent informal and formal assessments work in conjunction with other class activities to support overall learning goals that are based on course standards |
| <input type="checkbox"/>                     | The teacher can demonstrate how formative assessment was systematically used to adjust instruction to ensure mastery of objectives as demonstrated on summative assessments. |   |

|  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/>    | The assessments used are appropriately rigorous to ensure that new concepts and skills mastered at the application level (being able to apply the information effectively rather than only being able to recognize or recall concepts; being able to apply skills in novel situations rather than only use skills in the specific manner or environment in which they were taught) are evaluated in a relevant way to encourage continued learning/growth. | Mr. Vlieg has developed a variety of assessments that encompass different skills that include performance, knowledge, comprehension, application, analysis, synthesis and evaluation of the information and skills presented. |
| <input checked="" type="checkbox"/>    | Feedback is regularly given in a timely manner that allows students and parents to recognize the degree of mastery and adjust methods or effort to improve achievement.  | Mr. Vlieg continually provides student feedback that is used to clarify and redirect students to expected outcomes. .   |
| <input type="checkbox"/>               | The teacher is able to give evidence that all students made reasonable growth throughout the course or year. This can be documented through pre- and post-testing, standardized testing (NWEA), or performance assessment.   | Mr. Vlieg chose Proficiency as his data model.<br>Concert Band:<br>(0 @ 90-100)(1 @ 80-89)(4 @ 70-79)(9 @ 60-69)(2 @ 59-)<br>Wind Ensemble:<br>(3 @ 90-100)(7 @ 80-89)(12 @ 70-79)(5 @ 60-69)(0 @ 59-)                        |
| <b>Overall Rating for the Standard</b> |  | <input checked="" type="checkbox"/> Highly Effective<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Minimally Effect.<br><input type="checkbox"/> Ineffective  |

### Overall Teacher Rating

|  |  |  |  |
|--|--|--|--|
| <b>Ineffective</b><br><input type="checkbox"/> | <b>Minimally Effective</b><br><input type="checkbox"/> | <b>Effective</b><br><input type="checkbox"/> | <b>Highly Effective</b><br><input checked="" type="checkbox"/> |
|--|--|--|--|

### Administrator Comments

Mr. Vlieg continues to develop a strong orchestral and marching band program for Fowlerville High School and Junior High. His passion for the subject matter is easily visible and this allows him to develop relationships of mutual respect with his students. In his second year with Fowlerville, Mr. Vlieg has increased the number of beginning band members and the grace by which he handled the transition period serve to illustrate his commitment to the program. Mr. Vlieg continues to enrich the program with new methodologies learned from both district sponsored and outside professional development opportunities.

Administrative action/support for the coming year: (check only those that apply)

- Granted continued probation
- Recommendation for tenure status

- Individualized Development Plan (for tenured teacher)
- Mid-year evaluation (for tenured teacher)
- Assigned a mentor to support growth (for tenured teacher or probationary teacher beyond second year)
- Recommendation for termination of employment or tenure hearing

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\*Teacher Signature

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Date

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Administrator Signature

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Date

*\*Signature does not indicate agreement with the evaluation, but indicates that the teacher has received the evaluation and understands the contents. Any additional responses to this evaluation will be included with this document as part of the evaluation.*

# Professional Growth Goals

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Teacher: Vliek, William      Date: 12/12/2013      Evaluator: Hardenbrook, James

These goals should be a logical “next step” in the teacher’s professional growth, designating strategies for improving in growth areas and/or capitalizing on areas of strength. It would also be appropriate - for teachers with one or more areas of notable strength - for one or more goals to involve modeling those strengths for other teachers for the edification of the professional learning community. Each teacher who is not on an IDP should have two or three growth goals that s/he will work to meet and that the evaluator will assess (based on observation and/or teacher-provided evidence) at the next year’s evaluation.

**Sample Goal: The teacher will expand her/his use of universal engagement techniques.**

**Sample Strategies:**

- The teacher will explicitly teach and model the expectation of universal engagement, no longer relying on raised hands for volunteers.
- The teacher will increase use of partnering to get students collaborating to make meaning.
- The teacher will increase random calling to keep each student accountable for processing during group discussion.

[Click here to enter text.](#)

**Goal 1: Increase the amount of class time/student exposure to benchmarks 3-5.**

**Strategies:**

Small chunks of class time will be dedicated to activities that highlight requirements:

Benchmark 3- Analyze, describe, and evaluate works of art.

Benchmark 4- Analyze and describe the arts in their historical, social, and cultural contexts

Benchmark 5- Recognize, analyze, and make connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**Goal 2: Increase in average tone score as marked on final summative assessment.**

**Strategies:**

All students in all band levels will begin each day with long tone practice as a warm-up to performance.

Revised 9/10/2013, 2:15 p.m.