

Fowlerville Community Schools

TEACHERS PERFORMANCE EVALUATION - SUMMATIVE DOCUMENT

School Year: 2012-2013

Administrator: James Hardenbrook

Teacher: Vliek, William

Building: High School

Grade Level (s): 9-12


Subject: Instrumental Music

Each teacher will participate in the formative evaluation process, and some will participate in the summative evaluation process as well. The summative evaluation process will include a comprehensive evaluation conducted by the building administrator subject to the provisions in Section 15 of this contract. The teacher will be evaluated on the following five domains of teacher quality:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
- Domain 5: Student Achievement

The summative evaluation process will include at least one formal classroom observation for tenured teachers, and at least two classroom observations for probationary teachers. Each formal classroom observation will be precluded by a pre-conference with the building administrator to discuss lesson plans, goals, and objectives for the lesson. This document will serve as the summative evaluation documents for teachers.


Domain 1: Planning and Preparation

Standard 1a: Demonstrating Knowledge of Content and Pedagogy			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content prerequisite relationships between important concepts and the instructional practices specific to that discipline. <div style="text-align: center;"></div>	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Teacher Evidence

Student Evidence


Teacher Notes and Reflections: Weekly lesson plans are timely and reflect solid knowledge of student needs to build a strong music program.

Standard 1b: Demonstrating Knowledge of Students			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. 

Teacher Evidence

Student Evidence


Teacher Notes and Reflections: The nature of the music instructor requires Mr. Vliek to be invested in many areas outside of the traditional classroom. Summer camp, football games and parades for marching band, festival and jazz band competitions, and orchestral performances illustrate Mr. Vliek's commitment to the students. He also incorporates the use of social media to enhance his communication and organization of the multi-faceted program.

Standard 1c: Setting Instructional Outcomes			
Ineffective	Minimally Effective	Effective	Highly Effective
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. 	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Teacher Evidence

Student Evidence


Teacher Notes and Reflections

Standard 1d: Demonstrating Knowledge of Resources			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. 

Teacher Evidence

Student Evidence


Teacher Notes and Reflections: Mr. Vliek has worked hard to expose the band program to resources available inside and outside the school. Partnering with MSU, additional scheduled competitions, and Hastings Jazz Festival has allowed the Fowlerville students to be exposed to new forums not before utilized in the program.

Standard 1e: Designing Coherent Instruction			
Ineffective	Minimally Effective	Effective	Highly Effective
The series of learning experience is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. 	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

Teacher Evidence

Student Evidence

Teacher Notes and Reflections


Standard 1f: Designing Student Assessments			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students. 	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Teacher Evidence

Student Evidence

Teacher Notes and Reflections

Domain 2: The Classroom Environment

Standard 2a: Creating an Environment of Respect and Rapport			
Ineffective	Minimally Effective	Effective	Highly Effective
Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. 	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Teacher Evidence

Student Evidence

Teacher Notes and Reflections: It is clear that Mr. Vliek loves the profession and respects his students while pushing them to their best. His students represent a wide range of backgrounds and all are respected as individuals.

Standard 2b: Establishing a Culture for Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.



Teacher Evidence

Student Evidence

Teacher Notes and Reflections: Mr. Vlieg's passion for the art of music is exuded in the classroom and his students feed off of this energy and commitment. The institution of student led and private lesson demonstrate a willingness of the students to take part in others and their own improvement.


Standard 2c: Managing Classroom Procedures			
Ineffective	Minimally Effective	Effective	Highly Effective
Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.



Teacher Evidence

Student Evidence


Teacher Notes and Reflections

Standard 2d: Managing Student Behavior			
Ineffective	Minimally Effective	Effective	Highly Effective
There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity. 	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Teacher Evidence

Student Evidence

Teacher Notes and Reflections

Standard 2e: Organizing Physical Space			
Ineffective	Minimally Effective	Effective	Highly Effective
The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. 


Teacher Evidence

Student Evidence

Teacher Notes and Reflections: The position requires the organization and maintenance of a large inventory of instruments and music as well as the use of classrooms in two buildings. Mr. Wiek's organization ensures that this inventory is safe and taken care of.

Domain 3: Instruction

Standard 3a: Communicating with Students


Ineffective	Minimally Effective	Effective	Highly Effective
Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusions; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
			

Teacher Evidence

Student Evidence

Teacher Notes and Reflections: Mr. Vlieg starts each hour promptly with a focus on the days' activities and goals. His enthusiasm for the content engages the students.


Standard 3b: Using Questioning and Discussion Techniques

Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
			

Teacher Evidence

Student Evidence


Teacher Notes and Reflections

Standard 3c: Engaging Students in Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
			

Teacher Evidence

Student Evidence

Teacher Notes and Reflections


Standard 3d: Using Assessment in Instruction			
Ineffective	Minimally Effective	Effective	Highly Effective
Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.
			

Teacher Evidence

Student Evidence

Teacher Notes and Reflections: Mr. Vlieg has ushered in a new era of technology for use in student assessment. Video and audio recordings are incorporated for both teacher and student driven assessment as well as listening assignments.

Standard 3e: Demonstrating Flexibility and Responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw on.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <div align="center" data-bbox="906 491 1040 632">  </div>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>


Teacher Evidence

Student Evidence

Teacher Notes and Reflections

Domain 4: Professional Responsibilities


Standard 4a: Reflecting on Teaching

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.</p>	<p>The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.</p>	<p>The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.</p> <div align="center" data-bbox="906 1505 1040 1646">  </div>	<p>The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.</p>

Teacher Evidence

Student Evidence


Teacher Notes and Reflections

Standard 4b: Maintaining Accurate Records			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. 	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.

Teacher Evidence

Student Evidence


Teacher Notes and Reflections: As noted earlier, Mr. Vlieg employs a systematic organizational system for a large inventory of instruments, sheet music etc. The care, maintenance and use of each is monitored and maintained.

Standard 4c: Communicating with Families			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. 	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

Teacher Evidence

Student Evidence


Teacher Notes and Reflections: Mr. Vlieg utilizes many different communication methods including GroupWise email, and Remind101. Mr. Vlieg also has a Band Facebook page that includes information as well as music suggestions and a Twitter account.

Standard 4d: Participating in a Professional Community			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues. 	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

Teacher Evidence

Student Evidence


Teacher Notes and Reflections

Standard 4e: Growing and Developing Professionally			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. 	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession, in addition, the teacher seeks feedback from supervisors and colleagues.

Teacher Evidence

Student Evidence

Teacher Notes and Reflections: Mr. Vliek is well known throughout the Mid-Michigan music community. He is in constant contact with others in his field to expose our students to new opportunities and to improve the program.


Standard 4f: Showing Professionalism			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. 	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Teacher Evidence

Student Evidence

Teacher Notes and Reflections

Domain 5: Student Achievement

Standard 5a: Student Achievement Data			
Ineffective	Minimally Effective	Effective	Highly Effective
Students rarely show growth in the areas measured. Instructional outcomes are either lacking or inappropriate. Outcomes are inadequate and not aligned to the teacher, building, or district goals.	Students show growth in some of the areas measured, but growth is inconsistently seen. Some instructional outcomes are suitable to the students and some of the outcomes are aligned to the teacher, building, and district goals.	Students usually show growth in the areas measured. Instructional outcomes represent important learning suitable to most students. Most outcomes are aligned to the teacher, building, and district goals. 	Students have shown consistent growth in all areas measured and instructional outcomes represent important learning suitable to all students. All outcomes are clearly aligned to the teacher, building, and district goals.

Teacher Evidence

Student Evidence

Teacher Notes and Reflections: Mr. Vliek's students demonstrate in growth in playing pre and posttests.

Administrator Feedback and Evaluation Summary

Administrative Feedback and Suggestions

Mr. Vlieg is a welcomed addition to the Fowlerville District staff for the 2012-2013 school year and serves as the director of bands for the high school and the junior high. Mr. Vlieg has done an outstanding job transitioning the district band under a new supervisor. As band director, Mr. Vlieg is responsible for many additional responsibilities such as Marching Band and Camp, multiple band performances, maintenance of musical inventory, band booster relations, as well tryouts for orchestra and wind ensemble to name a few. Additionally, Mr. Vlieg has opened the band students to new opportunities such as increased competitions and the Hasting's Jazz festival. He has also brought in many music professionals to aid in the bands development and expose students to great music such as the MSU percussion performance. Mr. Vlieg also takes pride in the school as he frequently "tweets" FHS happenings.

During observations, it is clear that Mr. Vlieg is passionate about music and his curriculum. It is also very clear that Mr. Vlieg is extremely knowledgeable about the conducting and developing student performance. His students set up, warm up and come to attention with little direction needed from the teacher. Class management of up to 70 students is efficient resulting in no referrals or discipline issues. During class, Mr. Vlieg is appropriate and effective when working through measures providing the proper balance of complement and constructive criticism. Mr. Vlieg's interaction with students is positive and productive. He knows how to properly challenge his students as well as allow them to feel the necessary success to take risks.

I would encourage Mr. Vlieg to open class with a clear goal of the days' activities and closure with and look at what was accomplished and what is needed to move forward.

Overall Evaluation Summary

IPGP Completed and progress was made towards individual goals:

Yes	<input checked="" type="radio"/>	No
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Teacher included reflections on each domain and provided evidence:

Yes	<input checked="" type="radio"/>	No
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Overall Evaluation Summary

Overall Rating

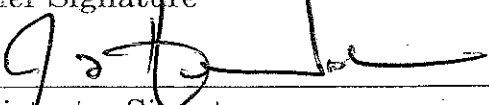
Ineffective	Minimally Effective	Effective <input checked="" type="radio"/>	Highly Effective
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*Teacher Signature

5/9/13

Date



Administrator Signature

5/9/13

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.*