

Teacher Performance Evaluation Summary

Teacher Name: Vliek, William

Date: 4/11/2016

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 are displayed on projector or posters of the standards that are hung in front of the classroom. This year, Mr. Vliek posts the standards with the learning target/agenda on the overhead so students can focus on one area.
<input checked="" type="checkbox"/>	Unit plan is built around relevant course standards	Music program standards drive activities and serve as a foundation for lessons.
<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		<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effect. <input type="checkbox"/> Ineffective

Standard 1b: Demonstrating Knowledge of Students		
	Desired Characteristics	Administrative Comments or Detail
<input checked="" type="checkbox"/>	Contain a pre-test or review that gives the teacher useable data about student background knowledge	Mr. Vliek uses many assessments as well as a year-to-year one-on-one performance assessment to illustrate growth.
<input checked="" type="checkbox"/>	Contain enough variety to engage students with different learning styles	Mr. Vliek incorporates personal and peer examples/demonstrations. 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.

	the MMEA festival, traveled with the jazz band to Hastings Jazz Festival, and regular attendance at the MMC.
Overall Rating for the Standard	
<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effect. <input type="checkbox"/> Ineffective	

Standard 1e: Designing Coherent Instruction		
	Desired Characteristics	Administrative Comments or Detail
<input checked="" type="checkbox"/>	Logical progression from introduction of information or skill to application	Lessons properly build and reinforce skills while appropriately challenging students to attempt new skills.
<input checked="" type="checkbox"/>	Logical progression from dependent learning to collaborative processing to independent demonstration of knowledge or skill	Mr. Vliek does a great job at differentiating/scaffolding the classroom with "whole band", "small group", and "solo" activities.
<input checked="" type="checkbox"/>	Demonstrates focus on universal engagement (active involvement) in activities	Mr. Vliek'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.
<input checked="" type="checkbox"/>	Contains enough differentiation to allow all students to have access to introductory concepts	Activities are presented in a way that appeal to multiple learning styles. Mr. Vliek has the innate ability to break down concepts of varying degrees of difficulty in a way that all students can understand.
<input checked="" type="checkbox"/>	Contains enough differentiation to challenge all students to apply concepts at the highest order of learning of which they are capable	Mr. Vliek now instructs students that have been under his direction since junior high. This provides him a unique perspective. Growing with the students, Mr. Vliek knows students capabilities and potential and pushes them to reach it.
Overall Rating for the Standard		<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effect. <input type="checkbox"/> 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. Vliek 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 checked="" type="checkbox"/>	All assessments throughout the lesson or unit are aligned to the learning target(s) and standard(s)	Assessments are built in a way that support and measure student grasp of learning targets.
<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. Assessment practices are continually evolving. As an example, this year participation grade was restructured to ensure assessment reflected more mastery.
<input checked="" type="checkbox"/>	Assessments are differentiated to account for the variety of learning and communication styles	Playing auditions and informal recordings are used to assess progress on individual levels. Mr. Vliek develops projects

Standard 2b: Establishing a Culture for Learning		
Elements	Key Characteristics	Comments/Detail
Teacher Enthusiasm	Passion for subject area and working with students	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher demonstrates enthusiasm for curricular area(s) <input checked="" type="checkbox"/> Teacher demonstrates passion for teaching his/her students <input checked="" type="checkbox"/> Teacher models passion for continual learning <p>Mr. Vliek "lives" his curriculum and this enthusiasm is easily seen and transferred to students.</p>
Student Buy-In	Students demonstrate commitment to the subject area	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students are engaged because of "motivational levers" (e.g.; controversy, choice, competition, challenge, creativity, etc.) <input checked="" type="checkbox"/> Students care about and measure their own progress toward learning targets using lesson activities and assessments <input checked="" type="checkbox"/> There is evidence of a "class contract" or collaborative agreement about behavior <p>The mutual respect of the classroom manifests itself in behavior that is productive and free from disciplinary issues. Recordings of performances are used for students to self-evaluate growth.</p>
Teacher Expectations	Rigorous academic expectations and high behavioral expectations	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instruction maintains a "perky pace" (Archer) to assure rigor and focus <input checked="" type="checkbox"/> Attention is directed and redirected to measurable outcomes <p>Transitions are seamless and efficient. Mr. Vliek returns attention back to the learning target/goal of the day. Classroom pace insures students remain focused and on-task.</p>
Overall Rating for the Standard		<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effect. <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	<ul style="list-style-type: none"> <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 <input checked="" type="checkbox"/> Transition from one activity to the next are well managed using proactive instructions and/or practiced processes <input checked="" type="checkbox"/> Utilizes closing minutes to reach a point of closure and organize or assess students in preparation for the next lesson <p>Class is extremely efficient and process oriented. Expectations are clear and students comply with little to no prompting necessary for the teacher.</p>
Instructional procedures	Designated groupings, management of collaboration, norms for independent work or class discussion, etc.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses planned pairings and other proactive groupings for effective, efficient collaboration <input checked="" type="checkbox"/> Has well-communicated expectations for student-driven instructional practices (group and individual) that are consistently reviewed and enforced <input checked="" type="checkbox"/> Norms for class discussion create an atmosphere where all voices are respected and heard. <p>Mr. Vliek prepares lessons that allow for student expression and opinion. Student views are used to aid in development of the classroom procedures and assignments. Students are consistently re-directed to expected outcomes.</p>

Standard 2e: Organizing Physical Space		
Elements	Key Characteristics	Comments/Detail
Physical Safety	Unrestricted mobility, able to be proactively monitored and supervised	<input checked="" type="checkbox"/> Physical environment allows for unrestricted physical access and mobility <input checked="" type="checkbox"/> Physical environment allows for effective monitoring by the teacher Students efficiently set-up/tear down-equipment daily. Multiple set-up formats allow for Mr. Vliek to move through the classroom monitoring performance and behavior. This year, having the students surround the teacher during sight reading and other activities has been incorporated.
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 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 <input checked="" type="checkbox"/> The technology used and the manner of use align with the lesson's learning target(s) Incorporation of technology addressed above.
Overall Rating for the Standard		<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <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 <input checked="" type="checkbox"/> Learning target is reinforced throughout lesson <input checked="" type="checkbox"/> Learning activities all align with the learning target 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.
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 <input checked="" type="checkbox"/> Examples and non-examples are given when appropriate to clarify procedures and expected outcomes Mr. Vliek does an excellent job clarifying and redirecting students as necessary.
Teacher Language and	Clearly spoken, positive/supportive tone, age and culturally appropriate	<input checked="" type="checkbox"/> Uses an audible tone of voice and modulates volume and tone appropriately for emphasis and engagement <input checked="" type="checkbox"/> Maintains a positive, professional, supportive tone

Overall Rating for the Standard

- Highly Effective
- Effective
- Minimally Effect.
- Ineffective

Standard 3c: Engaging Students in Learning

Elements	Key Characteristics	Comments/Detail
Level of Student Engagement	Active, focused, collaborative, at a rigorous or challenging level	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Engagement in classroom activities is active, with students “doing the act” of learning (speaking, writing, asking, building, etc.) <input checked="" type="checkbox"/> All students are involved in collaborative “meaning-making,” discussing concepts or ideas with one or more peers <input checked="" type="checkbox"/> All students are cognitively stretched -- challenged to learn at their level of ability and background knowledge <p>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. Group activities require students to problem solve and collaborate.</p>
Perceived Value of Activities	Individual activities are perceived as relevant, interesting, or academically valuable, as evidenced by engagement	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students are engaged because of “motivational levers” (e.g.; controversy, choice, competition, challenge, creativity, etc.) <input checked="" type="checkbox"/> Learning activities are authentic and/or the learning target is connected to students’ lives <p>Mr. Vlieg seizes the opportunity to infuse lessons that encourage personal reflection and opinion. He supports his students’ voice.</p>
Structure of Activities	Activities correlate to show interconnection, progress toward mastery of communicated outcomes, are authentic	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Activities are all tied to the learning target <input checked="" type="checkbox"/> Activities progress from dependent and introductory to independent and complex (higher-order thought and application) <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 <p>Click here to enter text.</p>
Differentiation of Activities	Activities are adjusted so the background knowledge, reading level, modes of learning, etc. are not obstacles to success or individual rigor	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Materials are differentiated to assure that students’ reading level or other background knowledge or skills are not an obstacle <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 <input checked="" type="checkbox"/> The variety of activities provides access to learning for students with visual, tactile/kinesthetic, or auditory learning needs. <input checked="" type="checkbox"/> The manner in which students demonstrate learning is differentiated to allow for students’ abilities and strengths. <p>Students are organized in multiple groupings in order to maximize student performance. Students of all levels are able to succeed. Mr. Vlieg moves from one task to other quickly and efficiently taking opportunities to differentiate activities.</p>

Standard 3e: Demonstrating Flexibility and Responsiveness		
Elements	Key Characteristics	Comments/Detail
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 <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 <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 Mr. Vlieg 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 <input checked="" type="checkbox"/> Data from formative assessment results in adjustment of methodology or activities – including re-teaching – as appropriate Feedback is instantaneous and used to drive instruction. Specific items are isolated and worked on for continued mastery.
Overall Rating for the Standard		<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effect. <input type="checkbox"/> Ineffective

Domain 4: Professional Responsibilities		
Standard 4a: Reflecting on Teaching		
Desired Characteristics		Administrator Comments (Optional)
<input checked="" type="checkbox"/>	The teacher adjusts lessons and units shortly after facilitation to foster continual improvement	Lessons are driven by the performance of the students. Lesson plans have an overall goal/standard working towards but implementation of the plan is malleable based on students' ability and current level of performance. Student abilities can vary from year to year as well as day to day and lessons reflect this.
<input checked="" type="checkbox"/>	The teacher makes lesson and unit adjustments based on both perceptive and objective data about lesson effectiveness	Formal assessments as well as Formative observations provide data on student understanding and ability. Lessons are modified based o this information.
<input checked="" type="checkbox"/>	The teacher collaborates with peers to find new perspectives and approaches for continual improvement	Mr. Vlieg 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		<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effect. <input type="checkbox"/> Ineffective

Standard 4d: Participating in a Professional Community		
Desired Characteristics		Administrator Comments (Optional)
<input checked="" type="checkbox"/>	The teacher regularly observes other teachers teaching and invites other teachers to observe him/her	Mr. Vliek is an active member of the junior high learning walks as an observer and teacher.
<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. Mr. Vliek also takes advantage of collaboration with the addition of a junior high band instructor. As an FEA representative, Mr. Vliek works to improve the school environment.
<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 checked="" type="checkbox"/>	The teacher is a leader among his/her peers, organizing collaborative improvement efforts or acting to improve collegiality	Mr. Vliek has taken a more active leadership role within the schools SIT and FEA.
Overall Rating for the Standard		<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effect. <input type="checkbox"/> 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	Student performance recordings, tests, and other student work is reviewed personally and with others in the field to insure best practices. Most re-direction, re-teaching etc. is done immediately based on the student performance.
<input checked="" type="checkbox"/>	Methodology learned through professional development is effectively put into practice and is shared with peers as appropriate	Information from multiple sources, colleagues, conferences is implemented when applicable. Attendance at eh Michigan Music Conference provides the most up to date methodologies and resources that are brought back to the classroom.
<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. Through this network and conferences, Mr. Vliek continually is making changes to his instruction based on reflection.
<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 from administration are met in a professional way. The relationship is clearly more of a discussion then a directive. Ideas that are mutually agreed upon are incorporated into the class procedure. Involvement in learning walks brings in collaborative ideas from other staff members. Mr. Vliek personally demonstrates to his students what it is to be a life-long lover of music. Mr. Vliek also employs the network listed above to meet challenges that are faced in the classroom.
<input checked="" type="checkbox"/>	The teacher creates professional learning	Mr. Vliek is co-founder and host of the MMEA Concert Band

	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. Vliek 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. Data used for domain 5 is from a specially developed one-on-one assessment where students' performance and overall tone is evaluated from year-year.
<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. Vliek continually provides student feedback that is used to clarify and redirect students to expected outcomes.
<input checked="" 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. Vliek chose Growth as his data model. Concert Band 1 st hour: (14 @ 21+)(9 @ 16-20)(3 @ 11-15)(0 @ 6-10)(3 @ 0-5) Wind Ensemble 6 th hour: (16 @ 21+)(6 @ 16-20)(0 @ 11-15)(0 @ 6-10)(1 @ 0-5)
Overall Rating for the Standard		<input checked="" type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effect. <input type="checkbox"/> Ineffective

Overall Teacher Rating

Ineffective <input type="checkbox"/>	Minimally Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Highly Effective <input checked="" type="checkbox"/>
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Administrator Comments

In his fourth year as the Director of Bands for the Fowlerville School District, Mr. Vliek is now able to fine-tune and enhance the program. Student interest continues to grow, especially at the 6-12 level requiring the addition of a Junior High Band director. Serving as a mentor to this position, professional development and collaboration has also increased. Mr. Vliek is also working to bring back the high school choir which will continue to improve the music program at the high school. As in the past years, new opportunities for performance and exposure to musical events and professionals improve our students. The work that Mr. Vliek and his boosters are putting forth to replace the badly outdated marching band uniforms illustrated his consistent dedication to the improvement of the program.

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)