AVESON ADVISOR PERFORMANCE EVALUATION - BLANK

The evaluation of the teaching staff at Aveson Charter Schools will be a collaborative process between the advisor and their focus coach/evaluator/supervisor. Evaluations are based on the Center for Educational Leadership 5D+™ Rubric for Instructional Growth and Teacher Evaluation as well as on Aveson's Professional Responsibilities Standards (APRS).

EVALUATION PROCESS	
STEP 1	**IDENTIFY AREAS OF PROFESSIONAL GROWTH -**
	a.) In collaboration with the coaching Director or Site Director/Principal, select 1-3 Center for Educational Leadership areas and/or APRS as areas to focus on for the year. b.) Reflect: What does the chosen element or standard look like, sound like, feel like in the classroom? Why did you choose this element or standard? c.) Set 1 goal for each element or standard you chose: How do you want your practice to improve in this area? What impact do you anticipate your growth to have on students? How can we measure this impact? What support do you need to achieve this goal?
STEP 2	**PARTICIPATE IN AT LEAST MONTHLY COACHING/EVALUATION MEETINGS WITH COACHING DIRECTOR -**
	A. Formal Meeting #1: Goal Setting (September) B. Monthly informal check-ins and observations as needed C. Formal Observation #1: pre-meeting, observation, post-meeting (Fall - October/November) D. Formal Meeting #2: Pre-Eval Meeting (December) - as needed E. Formal Observation #2: pre-meeting, observation, post-meeting (Spring - early February/March) - as needed F. Formal Meeting #3: Evaluation (late March) G. Formal Meeting #4: End of Year Reflection (May/June) - as needed
STEP 3	**PARTICIPATE IN INFORMAL PEER COACHING OPPORTUNITIES -**
	a.) In collaboration with your coaching Director and/or Site Director/Principal and a Leadership Team Advisor, determine how often you would like peer coaching and in what focus areas would you like a peer coach to observe.

AVESON SCHOOLS

	PURPOSE			
	Ineffective	**Partially Effective**	**Effective**	**Distinguished**
P1	**Learning target(s) connected to standards**			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P2	**Lessons connected to previous and future lessons, broader purpose and transferable skill**			
	Lessons are rarely linked to previous and future lessons	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
P3	**Design of performance task**			
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills Students are able to use prior learnings/understandings to engage in new performance tasks.
P4	**Communication of learning target(s)**			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5	**Success criteria**			
	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

AVESON SCHOOLS

STUDENT ENGAGEMENT			
Ineffective	**Partially Effective**	**Effective**	**Distinguished**
SE1 Quality of questioning			
Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2 Ownership of learning			
Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3 Capitalizing on students' strengths			
Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/ language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
SE4 Opportunity and support for participation and meaning making			
Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5 Student talk			
Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

AVESON SCHOOLS

	CURRICULUM & PEDAGOGY			
	Ineffective	**Partially Effective**	**Effective**	**Distinguished**
CP1	**Alignment of instructional materials and tasks**			
	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2	**Teacher knowledge of content**			
	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3	**Discipline-specific teaching approaches**			
	Teacher rarely uses discipline specific teaching approaches and strategies that develop students' conceptual understanding and discipline specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4	**Differentiated instruction for students**			
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
CP5	**5 Use of scaffolds**			
	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be selfreliant. Students use scaffolds across tasks with similar demands.

	ASSESSMENT FOR STUDENT LEARNING			
	Ineffective	Partially Effective	Effective	Distinguished
A1	**Student self-assessment**			
	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
A2	**Student use of formative assessments over time**			
	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/ course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
A3	**Quality of formative assessment methods**			
	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
A4	**Teacher use of formative assessments**			
	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes inthe-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
A5	**Collection systems for formative assessment data**			
	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

	CLASSROOM ENVIRONMENT & CULTURE			
	Ineffective	Partially Effective	Effective	Distinguished
CEC1	**Classroom arrangement and resources**			
	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2	**Learning routines**			
	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEEC3	**Use of learning time**			
	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	**Student status**			
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/ or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' wellbeing and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	**Norms for learning**			
	Classroom norms are not evident and/or do not address risk taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk taking, collaboration, respect for divergent thinking and students' cultures. Students self monitor or remind one another of the norms.

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PROFESSIONAL COLLABORATION & COMMUNICATION			
Ineffective	**Partially Effective**	**Effective**	**Distinguished**
PCC1 — Collaboration with peers and administrators to improve student learning			
Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC2 — Communication and collaboration with parents and guardians			
Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCCC3 — Communication within the school community about student progress			
Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only)	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges
PCC4 — Support of school, district and state curricula, policies and initiatives			
Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5 — Ethics and advocacy			
Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.

AVESON PROFESSIONAL RESPONSIBILITIES STANDARDS (APRS)

POLICIES AND PROTOCOLS	SCHOOL FAMILY CULTURE AND CLIMATE
1.1 Arrives on time to work; to each transition throughout the school day, and to scheduled meetings	**2.1** Abides by and teaches the Aveson Guiding Principles
1.2 Maintains professional demeanor and appearance	**2.2** Abides by and teaches the ACS School Family Agreements
1.3 Follows school policy, rules, and procedures delineated in the staff handbook	**2.3** Facilitates a daily and meaningful Advisory Circle, focusing on the social and emotional development of students
1.4 Follows all school safety policies as delineated in the emergency procedures handbook	**2.4** Actively develops and teaches antiracist curriculum
1.5 Supports and enforces school rules and policies for students	
1.6 Observes confidentiality	

COLLABORATION	WORK ETHIC
3.1 Uses appropriate language and tone in both oral and written communications. Keeps language precise based on data	**4.1** Plans, organizes and prioritizes work that is orderly and follows logical and efficient processes and procedures
3.2 Works effectively and cooperatively with others	**4.2** Adheres to assigned work schedule and fulfills duties as assigned
3.3 Accepts responsibility and is accountable for own actions	**4.3** Meets deadlines for reports, data, student attendance, feedback and other projects as assigned
3.4 Accepts suggestions, is open to feedback and is able to adjust to change	
3.5 Uses good judgment when solving problems. Works directly with the source of the problem and is able to weigh options and make reasonable decisions	

AVESON ADVISOR BEGINNING OF YEAR GOAL SETTING

NAME:	POSITION:	YEAR:	DATE OF HIRE:

FORMAL MEETING #1 - GOAL SETTING
DATE:

CEL or APR Element/Standard	
Reflect	
Goal #1	
Evidence	
Support	
CEL or APR Element/Standard	
Reflect	
Goal #2	
Evidence	
Support	
CEL or APR	

Element/Standard	
Reflect	
Goal #3	
Evidence	
Support	

AVESON ADVISOR PERFORMANCE EVALUATION

NAME:	POSITION:	YEAR:	DATE OF HIRE:

FORMAL MEETING #2 - EVALUATION
DATE: 3/15/23

EVALUATION CRITERIA: I = Ineffective PE = Partially Effective E = Effective D = Distinguished	
CENTER FOR EDUCATIONAL LEADERSHIP - Purpose	
AREA ONE: Learning target(s) connected to standards	
AREA TWO: Lessons connected to previous and future lessons, broader purpose, and transferable skill	
AREA THREE: Design of performance task	
AREA FOUR: Communication of learning target(s)	
AREA FIVE: Success criteria	
CENTER FOR EDUCATIONAL LEADERSHIP - Student Engagement	
AREA ONE: Quality of questioning	
AREA TWO: Ownership of learning	
AREA THREE: Capitalizing on students' strengths	
AREA FOUR: Opportunity and support for participation and meaning making	
AREA FIVE: Student talk	
AREA ONE: Alignment of instructional materials and tasks	

AREA TWO: Teacher knowledge of content	
AREA THREE: Discipline-specific teaching approaches	
AREA FOUR: Differentiated instruction for students	
AREA FIVE: Use of scaffolds	
CENTER FOR EDUCATIONAL LEADERSHIP - Assessment for Student Learning	
AREA ONE: Student self-assessment	
AREA TWO: Student use of formative assessments over time	
AREA THREE: Quality of formative assessment methods	
AREA FOUR: Teacher use of formative assessments	
AREA FIVE: Collection systems for formative assessment data	
AREA ONE: Classroom arrangement and resources	
AREA TWO: Learning routines	
AREA THREE: Use of learning time	
AREA FOUR: Student status	
AREA FIVE: Norms for learning	
CENTER FOR EDUCATIONAL LEADERSHIP - Professional Collaboration & Communication	
AREA ONE: Collaboration with peers and administrators to improve student learning	
AREA TWO: Communication and collaboration with parents and guardians	
AREA THREE: Communication within the school community about student progress	

AREA FOUR: Support of school, district and state curricula, policies and initiatives	
AREA FIVE: Ethics and advocacy	
AVESON PROFESSIONAL RESPONSIBILITIES STANDARDS	
STANDARD ONE: Policies and Protocols	
STANDARD TWO: School Family Culture and Climate	
STANDARD THREE: Collaboration	
STANDARD FOUR: Work Ethic	

NOTES:

Overall Evaluation Performance -
- ❏ Highly Effective
- ❏ Effective
- ❏ Partially Effective
- ❏ Ineffective - Requires a Program Improvement Plan (see supporting document)

Signature -
- ❏ I certify that this evaluation has been discussed with me by my coaching Director or the Site Director/Principal.
- ❏ I have received a copy of this evaluation.
- ❏ I understand that this evaluation may be reviewed by the Executive Director.
- ❏ I understand that this evaluation will be filed in my confidential HR file.

EMPLOYEE SIGNATURE: _____   SUPERVISOR SIGNATURE: _____

AVESON SCHOOLS

AVESON ADVISOR END OF YEAR REFLECTION

NAME:	POSITION:	YEAR:	DATE OF HIRE:

FORMAL MEETING #3 - END OF YEAR REFLECTION
DATE:

GOAL #1: (insert goal from goal setting meeting)

Open ended conversation with advisor...

GOAL #2:

GOAL #3: