

Teacher: COMPOSITE

Appraiser(s):

Campus:



Appraisal Period:

Date Submitted:

Assignment/Grade:

## COMPOSITE REPORT

This is a snapshot of the data received to date. This document will not remain in the teacher's file, it is for interim feedback only. Teachers are evaluated in Domains 2-12, based upon standards from the **National Board for Professional Teaching Standards**.

Domain	Performance Criteria	Relationship to Domain Standard				%
		PROF	ACC	LIM	LIT/NO	
1	<b>Christian Worldview</b> - The teacher interprets the subject matter, the student, and the teaching process in light of authentic Christian presuppositions derived from his or her knowledge of the Bible as the word of God. (x6)	51	71	36	18	69%
2	<b>Subject Matter</b> - The teacher draws on his or her knowledge of the subject matter to establish goals and facilitate student learning within and across the disciplines comprised in the curriculum. (x8)	64	117	39	4	81%
3	<b>Instructional Resources</b> - The teacher selects, adapts, creates, and uses rich and varied resources to enhance learning. (x5)	35	53	35	22	61%
4	<b>Student-Learner</b> - The teacher has knowledge of child development, understands student needs, and fosters the student's knowledge, skill, interests, aspirations, and values. (x5)	41	58	29	18	68%
5	<b>Learning Environment</b> - The teacher establishes a caring, stimulating, inclusive, and safe community for learning where students take intellectual risks and work independently and collaboratively. (x9)	83	134	35	15	81%
6	<b>Meaningful Learning</b> - The teacher requires students to confront, explore, and understand important challenging concepts, topics, and issues in purposeful ways. (x10)	80	146	52	6	80%
7	<b>Multiple Paths to Knowledge</b> - The teacher uses a variety of approaches to help students build knowledge and strengthen understanding. (x4)	35	52	31	4	71%
8	<b>Social Development</b> - The teacher fosters the student's self-awareness, self-esteem, character, civic responsibility, and respect for diverse individuals and groups. (x5)	44	69	30	1	78%
9	<b>Assessment</b> - The teacher employs a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress. (x8)	73	69	60	25	63%
10	<b>Reflective Practice</b> - The teacher employs regular self-analysis, evaluation, and ways to strengthen the effectiveness and quality of his or her own progress. (x7)	41	94	45	13	70%
11	<b>Family Partnerships</b> - The teacher works with families to achieve common goals for the education of their children. (x3)	15	27	36	13	46%
12	<b>Collaboration with Colleagues</b> - Work with colleagues to improve schools and to advance knowledge and practice in their field. (x5)	38	66	38	3	72%
SUBTOTAL		600	956	466	142	72%

Summary Analysis: The domain the least percentage of accomplished performance was that of Family Partnerships (46%). However, the area with the most deficiencies was that of the use of assessments (16%). Close to that was the limited use of varied instructional resources (15%).

The boarding profile of the Academy continues to effect the overall performance of being able to contact with families. As the Academy moves toward the distance learning technology, this gap will be bridged. However, in the interim, there needs to be comprehensive skill-sets identified, trained, and facilitated for the upcoming school year.

The area of assessment is a growing issue that needs to be addressed by the committee. This year saw teachers not able to correctly set weights, thus skewing performance data. Some policies, such as the 3 days return time policy on average assignments was not consistently followed, and too cumbersome to provide consistent supervision and intervention. As such, it is incumbent upon the Priorities Committee to build Assessment practices from the ground up, meaning a cogent philosophy, clear policies, applicable skill-sets that can be trained, and manageable expectations.

Regarding the later, since fall student survey data jumped from 55.6% to 71.1% on Item 5, "SMBA has given me sufficient access to a variety of resources to help me learn," and the faculty increased from 73.5% to 83.3% over the same time frame, it may be surmised that accessibility to various instructional resources have been on the rise. However, the use of these resources remain somewhat limited as reflected in the number of Little to No Data being observed by the appraisers.

Correlating these performance needs to the survey data from the fall semester, item 17 "SMBA teachers use multiple methods to help students learn the subject matter," the students increased their view over last year from 67.7 to 77.7%. However the same item in the faculty survey increased only from 93.8 to 94.7%, less than 1% difference.

The survey and appraisal data synthesized show a pattern of growing accessibility to instructional resources, but a limited use of these in differentiated instruction. With a 17% difference in the student's view of varied methods, along with 16% of the indicators showing deficits in the use of varied instructional resources, the challenge before the Priorities Committee is addressing the faculty perception of the use of varied instruction resources compared to what is expected, as well planning exposure to qualitative descriptive and modeled varied use of instructional methods, along with the use of more advanced or varied technology should be a focus for continued development.

*Performance Criteria below are research-based, **Best Teaching Practices**, adopted by the faculty*

Best Practice	Performance Criteria	Relationship to Best Teaching Practice				%
		PROF	ACC	LIM	LIT/NO	
1	BTP-1 Carefully design and prepare for lessons to optimize student learning (I-2, V-8, VI-5,8; X-5)	30	63	45	10	57%
2	BTP-2 Differentiate instruction to address various learning aptitudes, needs, and styles (II-3, III-3, 4; IV-1, 2; V-4, VII-1,2,3,4; IX-8)	95	147	66	12	76%
3	BTP-3 Connect current lessons with prior knowledge (II-5, VI-1,2)	33	52	9	2	89%
4	BTP-4 Use valid assessments to provide feedback and inform future instruction (I-5, IV-5, VI-3, IX-1,2,3,4,5,6,8; )	77	94	63	45	61%
5	BTP-5 Implement sound behavior management techniques in the classroom (IV-4, 5; V-1,3,5,6; VIII-2,4)	74	98	37	19	75%
6	BTP-6 Communicate clear learning objectives and provide feedback (II-1, IV-1, V-8)	20	49	16	3	78%
7	BTP-7 Use rich and varied resources for instruction (III-1, 2, 5; VII-2, IX-7)	37	40	41	18	57%
8	BTP-8 Ensure that students stay on-task and engaged with meaningful subject-specific learning (II-4, VI-4,5,6,7,9,10)	70	75	48	13	70%
9	BTP-9 Team with colleagues within and across disciplines (X-3, XII-1,2,3,4,5)	43	77	47	16	84%
10	BTP-10 Assign meaningful assignments outside the classroom that reinforce current instruction (1-6, IX-7 XI-1,2,3)	30	56	62	16	52%
11	BTP-11 Cultivate supportive partnerships with parents/guardians, dorms, and other support services (VIII-1, X-1,3,6,7; XI-1,2,3; XII-1,2,3,4,5)	67	154	103	28	68%
SUBTOTAL		576	905	537	182	67%

Summary and Analysis: There are several areas of agreement between the NBPTS Standards and the BTP. For example, there is a correlation between the number of deficient data provided for Domain III and BTP 7. A core area to our mission is being able to assign meaningful work, as we move toward creating a 24-7 learning environment. Outside assignments are part of the overall need for assessment training (Domain IX), which was the most lacking in accomplished performance on the interim reports.

In addition, the construction of lesson plans should go under review from the bottom up, to begin with base philosophy, values, policies, practices, et al. This should be included in the upcoming 2009-2010 Professional Development Plan.

#### Recommendations for Professional Development Planning:

1. *Training to use varied instructional resources, including the expanded use of the available advanced technology, through exposure and modeling of these resources in continuing differentiated, student-centered learning environments.*
2. *Training in the underlying understanding and philosophy of assessment as it impacts learning. Review of policies, practices, and supervision for development assessment skills.*
3. *Knowledge and ability to use effective lesson planning to improve instruction.*
4. *Identifying and facilitating skill-sets necessary to engage parents as partners in the boarding environment. Continue to develop capacity and training to develop distance learning components in classroom instruction.*
5. *Review the test data at the end of the school year, and make application of these various components to those areas that are deficient in student performance.*

The above is the recommendation for the Priorities Committee to prepare for the 2009-2010 school year. Please be prepared to engage in these areas, and add those issues you believe critical to the ongoing improvement of the school.

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Principal's Signature

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10	<b>Reflective Practice</b> - The teacher employs regular self-analysis, evaluation, and ways to strengthen the effectiveness and quality of his or her own progress. (x7)					
11	<b>Family Partnerships</b> - The teacher works with families to achieve common goals for the education of their children. (x3)					
12	<b>Collaboration with Colleagues</b> - Work with colleagues to improve schools and to advance knowledge and practice in their field. (x5)					
SUBTOTAL						

Summary Analysis:

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SUBTOTAL						

Summary and Analysis:

Recommendations for Professional Development Planning:

*The above is the recommendation for the Priorities Committee to prepare for the 2009-2010 school year. Please be prepared to engage in these areas, and add those issues you believe critical to the ongoing improvement of the school.*

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