

Teacher: Mrs. SAMPLE

Appraiser: Bryant

Campus: HS



Appraisal Period:

Date Submitted:

Assignment/Grade:

Interim Feedback

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	Christian Worldview - 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)	2	2	2	0
2	Subject Matter - 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)	3	4	1	0
3	Instructional Resources - The teacher selects, adapts, creates, and uses rich and varied resources to enhance learning. (x5)	0	5	0	0
4	Student-Learner - The teacher has knowledge of child development, understands student needs, and fosters the student's knowledge, skill, interests, aspirations, and values. (x5)	1	2	2	0
5	Learning Environment - The teacher establishes a caring, stimulating, inclusive, and safe community for learning where students take intellectual risks and work independently and collaboratively. (x9)	5	4	0	0
6	Meaningful Learning - The teacher requires students to confront, explore, and understand important challenging concepts, topics, and issues in purposeful ways. (x10)	3	6	1	0
7	Multiple Paths to Knowledge - The teacher uses a variety of approaches to help students build knowledge and strengthen understanding. (x4)	1	3	0	0
8	Social Development - The teacher fosters the student's self-awareness, self-esteem, character, civic responsibility, and respect for diverse individuals and groups. (x5)	5	0	0	0
9	Assessment - 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)	1	5	2	0
10	Reflective Practice - The teacher employs regular self-analysis, evaluation, and ways to strengthen the effectiveness and quality of his or her own progress. (x7)	3	2	2	0
11	Family Partnerships - The teacher works with families to achieve common goals for the education of their children. (x3)	1	2	0	0
12	Collaboration with Colleagues - Work with colleagues to improve schools and to advance knowledge and practice in their field. (x5)	3	2	0	0
SUBTOTAL (TI 75)		30	35	10	0
Summary: Mrs. Sample's greatest strengths is knowledge of the subject matter. During the observation, the data regarding the use of instructional strategies did not demonstrate how it connected with students of varied learning differences. There was seamless interplay between whole class instruction and addressing the needs of individual learners. The Domains-Indicators with Limited data are I:2,5; II:4; IV:2,5; VI:2; IX:5,8; X:4, and 5. There were no deficiencies. Overall, the teacher is a conscientious teacher, who effectively educates our students.		Performance 65 of 75 Accomplished		<input type="checkbox"/> Proficient <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Limited Evidence <input type="checkbox"/> Little to No Data	

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

Performance Criteria	Relationship to Best Teaching Practices			
	PROF	ACC	LIM	LIT/NO
BTP-1 Carefully design and prepare for lessons to optimize student learning (I-2, V-8, VI-5,8; X-5)	0	2	3	0
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)	3	7	1	0
BTP-3 Connect current lessons with prior knowledge (II-5, VI-1,2)	2	1	0	0
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;)	1	6	3	0
BTP-5 Implement sound behavior management techniques in the classroom (IV-4, 5; V-1,3,5,6; VIII-2,4)	6	1	1	0
BTP-6 Communicate clear learning objectives and provide feedback (II-1, IV-1, V-8)	0	3	0	0
BTP-7 Use rich and varied resources for instruction (III-1, 2, 5; VII-2, IX-7)	0	3	2	0
BTP-8 Ensure that students stay on-task and engaged with meaningful subject-specific learning (II-4, VI-4,5,6,7,9,10)	2	4	1	0
BTP-9 Team with colleagues within and across disciplines (X-3, XII-1,2,3,4,5)	3	2	1	0
BTP-10 Assign meaningful assignments outside the classroom that reinforce current instruction (1-6, IX-7 XI-1,2,3)	2	3	0	0

BTP-11 Cultivate supportive partnerships with parents/guardians, dorns, and other support services (VIII-1, X-1,3,6,7; XI-1,2,3; XII-1,2,3,4,5)	7	5	1	0
SUBTOTAL (TI 76)	26	37	13	0
Summary: Mrs. Sample's lesson plans lack reflection. Lesson plans were procedural and taken from those constructed by the department chair. However, her classroom presence and direct instruction were strong. She has adequate classroom management skills. Connects current lesson to prior knowledge. Learning objectives were obvious to the students. Incorporation of technology and the amount of varied instructional resources were strong. She does a good job of enabling students to stay on-task and engaged. During the observation, the teacher worked hard to get every student involved in the process. However, there were some students who did not seem motivated and fully engaged in the learning.	Performance 63 of 76 Accomplished		<input type="checkbox"/> Proficient <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Limited Evidence <input type="checkbox"/> Little to No Data	

Recommendations for Improvement on Summative:

Mrs. Sample should study various models of constructing lesson plans, e.g., Madeline Hunter.

I recommend she clearly define the learning objective (LO) at the start of each class period, using the SWBAT method (i.e., Students Will Be Able To...). In addition, the teacher needs to become conversant with Blooms taxonomy. She should add a taxonomy term to SWBAT, to focus the instruction on developing varied taxonomies. For example, on the board, she could write "SWBAT apply the Pythagorean formula to various triangles." This method forces the teacher to focus the design of the lesson towards the development of those taxonomies.

I would encourage a continued expansion of instructional strategies. Particularly, use other sources than the proprietary system, including; group work, project-based assessments, et al. I would also encourage the teacher to continue to attempt integrating the Christian worldview into the curriculum. This is both an underpinning and outcome of thinking linearly. Since technology is contingent on developing logic, find Bible references that affirm cause and effect (e.g., 1 Cor 15). Help the students understand the association. Also, study some of the causal arguments for the existence of God, other arguments from the field of Christian Apologetics (e.g., Montgomery, Van Til, Lewis, et al).

Note: In order to maintain, or achieve, accomplished practice for the formal observation, the teacher must demonstrate performance of domain 80%+ of the time, and the domain performance must have a clear, predictable impact on student learning and development for the remainder of the school year. Any area where the teacher would like to respond, should be provided on the TSR, no later than 1-week prior to the summative conference.

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Conference Requested

____/____/____ - ____

Appraiser's Signature

Conference Date – Class Period

Teacher's Signature

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