

<b>DOMAIN I: Professional Practice</b>		
<b>C1: Communicates objectives clearly and accurately</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Staff members are supported in their ability to explain and understand how the learning is situated in a larger context/curriculum. -Magnet Resource Teacher provides opportunities for staff members to independently select strategies that support thematic pedagogy.	-Magnet Resource Teacher clearly communicates learning expectations to staff members and sets an intentional approach for instruction to help staff members see how the learning is aligned with Common Core State Standards and/or other appropriate CT content state standards, and the magnet theme so that teachers are able to articulate what mastery	-Magnet Resource Teacher does not clearly communicate magnet program expectations to staff members. -The MRT's professional knowledge is vague or incorrect, leaving staff members confused. -Presents thematic instruction with few opportunities for teachers to develop planning and collaboration skills.
<b>C2: Provides teachers with practical, specific and evidence based suggestions for improvement</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Staff members consistently participate in scaffolded activities that capitalizes on prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new material. -Magnet Resource Teacher provides opportunities for staff members to work	-Staff members often participate in scaffolded activities that reference prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new material. -Magnet Resource Teacher employs differentiated strategies, tasks and questions that engage staff members in constructing new	-Staff members rarely participate in scaffolded activities that reference prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new material. -The tasks and professional development are poorly aligned with strategic outcomes.
<b>C3: Collaborates with teachers in the design of instructional units and lessons</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource Teachers ensure staff interacts with a variety of materials and approaches to unit design and content so that they engage with the unit content and demonstrate knowledge in a variety of ways/modalities throughout the unit. -Magnet Resource teacher integrates staff input in generating agendas for meeting	-Magnet Resource Teacher offers more than one approach to teachers to unit/lesson materials and content and employs flexibility so that teachers can engage with lesson content and demonstrate knowledge in multiple ways/modalities.	-Magnet Resource Teacher offers limited or unproductive approaches to unit materials and content.
<b>C4: Provides Gradual Release methodology to enhance teacher understanding</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource Teacher clearly implements all components of the gradual release model when working with teachers including, modeling, co-teaching, peer observation, debriefing and agreement on next steps.	-Magnet Resource Teacher implements some but not all of the components of the gradual release methodology to enhance teacher understanding.	-Magnet Resource Teacher does not utilize the gradual release methodology when working with teachers to enhance understanding.

<b>C5: Provides opportunities for teachers to collaborate effectively to improve student learning</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource Teacher often creates opportunities for teachers to participate in professional learning. -During collaboration time, Magnet Resource Teacher creates an agenda that supports effective teaching centered on data and research based instructional strategies.	-Magnet Resource teacher occasionally creates opportunities for teachers to meet and collaborate with one another. -During collaboration time, Magnet Resource Teacher creates an agenda that focuses on teaching and learning.	-Magnet Resource Teacher never creates a space for teachers to collaborate and learn from one another. -During collaboration time, Magnet Resource Teacher does not provide an agenda or focus to the group.
<b>C6: Engages teachers in designing integrated units and lessons that challenge students and promote inquiry</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
Magnet Resource Teacher collaborates with teachers to consistently design integrated lessons that challenge students to develop higher order thinking and take intellectual risks in asking and responding to questions, providing examples and demonstrating, and making connections to the outside world.	Magnet Resource Teacher collaborates with teachers to often design integrated lessons that challenge students to develop higher order thinking and take intellectual risks in asking and responding to questions, providing examples and demonstrating, and making connections to the outside world.	Magnet Resource Teacher rarely collaborates with teachers to design integrated lessons that challenge students to develop higher order thinking and take intellectual risks in asking and responding to questions, providing examples and demonstrating, and making connections to the outside world.
<b>C7: Provides high quality model lessons and professional development</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
Magnet Resource Teacher provides teachers with high quality samples of model lessons that are research based and support instructional strategies related to magnet theme pedagogy. -Magnet Resource Teachers lead and coordinate ongoing professional development opportunities for teachers	-Magnet Resource Teacher provides teachers with samples of model lessons. -Magnet Resources Teacher provides professional development to teachers that relates to Magnet Theme integration.	-Magnet Resource Teacher rarely provides teachers with model lessons or professional development.
<b>C8: Engages teachers in substantive conversations with purposeful questions to promote inquiry and learning</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
Staff members often participate in meaningful discussions occurring between and among members of the faculty, constructively responding to one another's comments, and/or initiating their own questions and inquiry. -Staff members are encouraged to formulate questions, initiate topics,	-Staff members often participate in meaningful discussions occurring between and among members of the faculty, constructively responding to one another's comments, and/or initiating their own questions and inquiry. -Magnet Resource Teacher facilitates genuine discussion among staff members, providing adequate opportunities for staff members to	-Staff members rarely have opportunities to engage in substantive conversations with each other. -Interaction between Magnet Resource Teacher and staff members is predominantly reaction style, with the MRT mediating all questions and answers without encouraging discourse between staff members
<b>C9: Makes connections to increase relevancy for staff members, including to different initiatives, activities, content areas, and to</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>

<p>-Staff members often apply new learning about content and professional practice to other activities that relate to their prior knowledge, schoolwide initiatives, understanding of different content areas, and the world outside of the school.</p> <p>-Magnet Resource Teacher often uses resources and strategies that engage staff</p>	<p>-Staff members generally apply new learning about content and professional practice to other activities that relate to their prior knowledge, schoolwide initiatives, understanding of different content areas, and the world outside of the school.</p> <p>-Magnet Resource Teacher occasionally uses resources and strategies that engage staff</p>	<p>-Staff members rarely apply new learning about content and professional practice to other activities that relate to their prior knowledge, schoolwide initiatives, understanding of different content areas, and the world outside of the school. -Magnet Resource Teacher rarely use resources and strategies that engage staff members in</p>
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Cell: A1

Comment: Michelle I was actually looking at this to update my mid year teval- has this been approved? anything i can do to help?

ERIN MICHAUD

<b>DOMAIN II: Planning and Preparation</b>		
<b><i>P1: Demonstrates knowledge of the school's program and teacher opportunities to access the program.</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
Magnet Resource Teacher is deeply familiar with the school's program, works to shape its future direction and actively seeks information as to develop teacher skill in that program. MRT has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the MRT.	Magnet Resource Teacher demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program. MRT promotes a culture of professional inquiry in which teachers seek assistance in implementing the program. MRT has	Magnet Resource Teacher demonstrates basic knowledge of the school's program and of teacher skill in delivering that program. Procedures for teachers to use in gaining access to program and program support are unclear.
<b><i>P2: Establishes goals for theme development appropriate to the setting and the teachers served.</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
Goals for theme development reflect collaboration of school staff to assess needs of the program; goals increase accessibility to the school program and resources for all groups. Goals reflect high expectations and offer opportunities for both teacher growth and curriculum integration.	Goals for theme development reflect knowledge of the curriculum, contribute to increasing rigor and engagement and are appropriate for the school and students. Magnet Resource Teacher and teachers work collaboratively to set measurable goals. They are suitable for most settings and reflect opportunities for integration across content	Goals for theme development reflect knowledge of the curriculum, needs of the program, available resources and are appropriate for the school and students. Goals reflect moderate expectations and are suitable for some settings.
<b><i>P3: Collaborates to incorporate thematic programming with the overall school improvement plan.</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource Teacher collaborates with school staff to assess needs and growth areas for thematic programming and brings those issues to the leadership team for discussion. In collaboration with the leadership team, needs of the program are reviewed and incorporated into the school improvement plan and an evaluation plan is developed to assure implementation	-Magnet Resource Teacher collaborates with members of the leadership team to assess needs and growth areas for thematic programming and develops strategies to address these areas within the school improvement plan.	-Magnet Resource Teacher participates on school leadership team and ensures that thematic programming is incorporated into the school improvement plan.

<b><i>P4: Supports Professional growth of teachers by providing differentiated learning opportunities related to theme and program.</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
<p>Magnet Resource Teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program and actively encourages staff to participate.</p> <p>-Learning opportunities presented by MRT demonstrate thorough knowledge of program theme, current trends in professional</p>	<p>-Magnet Resource Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills and actively encourages staff to participate.</p> <p>-Learning opportunities presented by MRT are well designed to support teachers in the</p>	<p>-Magnet Resource Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills and notifies staff of opportunities.</p> <p>-Learning opportunities presented by the MRT are rudimentary and are partially suitable to the program theme and the needs of the staff.</p>
<b><i>P5: Develops meaningful student activities relevant to school theme and program.</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
<p>Magnet Resource Teacher coordinates knowledge of curriculum, students, and of resources, to design student activities aligned to school theme and program, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning.</p>	<p>Magnet Resource Teacher coordinates knowledge of curriculum, students, and resources to design student activities aligned to the school theme and program and suitable to groups of students. The activities have a clear structure and are likely to engage students in significant learning.</p>	<p>Magnet Resource Teacher develops student activities that demonstrate partial alignment with school theme and program, some of which are likely to engage students in significant learning.</p>

<b>DOMAIN III: Reflection</b>		
<b><i>R1: Uses results from various sources to evaluate program development and growth and identify areas of need.</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
<p>-Magnet Resource Teacher consistently and effectively analyzes available student data from assessments to monitor progress and clarity of theme implementation, at a point in time and over time.</p> <p>-MRT uses the analysis of data related to thematic instruction, as well as teacher feedback, to identify areas of need and plan</p>	<p>-Magnet Resource Teacher often and effectively analyzes available student data from assessments to monitor progress and clarity of theme implementation, at a point in time and over time.</p> <p>-MRT often uses the analysis of data related to thematic instruction, as well as teacher feedback, to identify areas of need and plan</p>	<p>-Magnet Resource Teacher rarely analyzes available student data from assessments to monitor progress of theme implementation, at a point in time and over time.</p> <p>-MRT rarely uses the analysis of data related to thematic instruction, as well as teacher feedback, to identify areas of need and plan future support for teacher instruction on an</p>
<b><i>R2: Uses data to make recommendations for overall school improvement.</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
<p>-Magnet Resource Teacher consistently analyzes and evaluates teacher feedback, and school-wide data to identify potential areas for improvement.</p> <p>-Magnet Resource Teacher regularly brings recommendations to the Leadership Team and proposes adjustments needed for alignment with the School Improvement Plan (SIP) as</p>	<p>-Magnet Resource Teacher occasionally analyzes and evaluates teacher feedback, and school-wide data to identify potential areas for improvement.</p> <p>Magnet Resource Teacher often brings recommendations to the Leadership Team and proposes adjustments needed for alignment with the School Improvement Plan (SIP).</p>	<p>-Magnet Resource Teacher rarely analyzes and evaluates teacher feedback, and school-wide data to identify potential areas for improvement.</p> <p>-Magnet Resource Teacher rarely brings recommendations to the Leadership Team and proposes adjustments needed for alignment with the School Improvement Plan (SIP).</p>

***R3: Evaluates the effectiveness of initiatives and strategies related to theme and program.***

<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
<p>-Magnet Resource Teacher consistently evaluates the effectiveness of initiatives and strategies by assessing the relevance, engagement, and connections demonstrated by teachers throughout their planning and instruction, and adjusts resources, support, and collaboration focuses accordingly.</p> <p>-Magnet Resource Teacher makes deliberate</p>	<p>-Magnet Resource Teacher often evaluates the effectiveness of initiatives and strategies by assessing the relevance, engagement, and connections demonstrated by teachers throughout their planning and instruction, and adjusts resources, support, and collaboration focuses accordingly.</p>	<p>-Magnet Resource Teacher rarely evaluates the effectiveness of initiatives and strategies by assessing the relevance, engagement, and connections demonstrated by teachers throughout their planning and instruction.</p> <p>-Magnet Resource Teacher makes little adjustment to the resources and supports provided.</p>



<b>DOMAIN IV: Instructional Leadership</b>		
<b><i>IL1- Promotes and supports opportunities for student engagement</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource Teacher consistently and effectively promotes various unique opportunities for student engagement. -MRT helps provide opportunities and activities that allow all students to relate their learning to prior knowledge, various content areas, and connect to real world experiences.	-Magnet Resource Teacher often promotes unique opportunities for student engagement. -MRT helps provide opportunities and activities that allow students to relate their learning to prior knowledge, various content areas, and connect to real world experiences.	-Students are rarely provided with unique learning opportunities that increase engagement. -Magnet Resource Teacher ignores opportunities to increase engagement opportunities.
<b><i>IL2- Supports teachers in implementing complex content through thematic studies</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource Teacher consistently and effectively supports teachers in the implementation of complex content through thematic studies. -MRT promotes cross curricular integration of magnet content to challenge and fully engage all students.	-Magnet Resource Teacher often supports teachers in the implementation of complex content through thematic studies. -MRT promotes cross curricular integration of magnet content to challenge and fully engage students.	-Magnet Resource Teacher rarely supports teachers in the implementation of complex content through thematic studies. -Students rarely apply new learning or make connections using thematic studies. -Students rarely extend their understanding of thematic study to make connections to the outside world.
<b><i>IL3- Engages families and communities as learning partners</i></b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource Teacher consistently and effectively provides multiple activities and opportunities for parents, community partners and other stakeholders to become active learning partners.	-Magnet Resource Teacher provides activities and opportunities for parents, community partners and other stakeholders to become active learning partners.	-Few activities and educational opportunities are offered to parents, community resources and other stakeholders by the Magnet Resource Teacher.

<b>DOMAIN V: People Leadership</b>		
<b>PL1: Leads and Provides supports to teams</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource Teacher consistently recognizes teacher capacity for improvement in both magnet themed and core subjects and provides opportunities to foster growth. - Provides varied and differentiated professional development opportunities to new and developing teachers as well as teachers with established practices.	-Magnet Resource Teacher occasionally recognizes teacher capacity for improvement in both magnet themed and core subjects and provides some opportunities to foster growth. - Provides varied and differentiated professional development opportunities to new and developing teachers as well as teachers with established practices.	-Magnet Resource Teacher rarely recognizes teacher capacity for improvement in both magnet themed and core subjects. -Limited in providing differentiated professional development opportunities for teachers.
<b>PL2: Leads and Supports Recruitment</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
-Magnet Resource teacher leads and organizes school based recruitment activities to provide prospective students and parents opportunities to experience the school's facility, programs, and meet staff. -MRT continually monitors student enrollment to determine if recruitment goals are being exceeded	-Magnet Resource teacher helps organize open house for potential parents and students with information for parents. -MRT periodically monitors student enrollment and recruitment goals. Goals are met in most grade levels. -MRT periodically communicates and coordinates with NHPS Magnet Office to	-Magnet Resource teacher does not leads or organizes school based recruitment activities to provide prospective students and parents. -MRT has no knowledge of student enrollment and recruitment goals. -MRT has limited communication and coordination with NHPS Magnet Office regarding publications, websites, or other
<b>PL3: Coordinates Public Relations and Communications</b>		
<b>Exemplary</b>	<b>Effective</b>	<b>Needs Improvement</b>
coordinates school public relations programs, such as projects, photos, narratives, publications, and electronic media which help communicate the goals of the school. -MRT communicates with NHPS public relations regarding recruitment, meetings, school events, and other community activities.	-Magnet resource teacher helps to communicate and coordinate school public relations programs. -MRT communicates with NHPS public relations regarding some school based activities	-Magnet resource teacher has limited communication and regarding school public relations programs. -MRT has limited communication with NHPS public relations regarding school based activities