

CULTURE, PROFESSIONALISM AND COMMITMENT

<p style="text-align: center;">MODELING EMPOWERMENT ACADEMY'S CULTURAL VALUES</p>	<p style="text-align: center;">Indicators for Meets Empowerment Academy's High Standard</p>	<p style="text-align: center;">Indicators for Exceed Empowerment Academy's High Standard</p>	<p style="text-align: center;">Performance Score/Comments</p> <p style="text-align: center;">Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Commitment to Empowerment Academy's Mission</p>	<p>1. Teacher's words and actions reflect a powerful commitment to Empowerment Academy's mission. 2. With few (if any) exceptions, the teacher's scholars demonstrate interest and even joy in learning and in being of service to others.</p>	<p>3. Teacher gives 100% every day and goes the extra mile to deliver on the urgent promise of an outstanding academic and character education for <i>every</i> student. 4. Teacher's infectious commitment to the full breadth of Empowerment Academy's mission energizes and encourages same from teacher's peers. 5. Teacher's scholars become mission partners who want to make a contribution to the communities of which they are and become a part, and who to increase their ability to do so, <i>undertake their own initiatives</i> to strengthen their and their peers' values, skills, knowledge, confidence and character.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>b. High Expectations / No Excuses</p>	<p>1. Teacher aligns expectations to very high standards and consistently sweats the small stuff. 2. Teacher accepts personal responsibility for each scholar’s growth and does whatever it takes to help all scholars meet high standards. 3. Scholars align their expectations to the teacher's. 4. Scholars take pride in their skills and work.</p>	<p>5. Teacher strives to make excellence the standard in the classroom, does not settle for so-so, and consistently sweats the small stuff. 5. As he or she strives to have students make excellence a habit, the teacher is persistent, insistent, and deliberate in his or her actions, readily differentiating instruction and never blaming external factors when students fail to achieve the standard. 7. Scholars consistently strive to improve their skills and work as they hold themselves to ever higher standards.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>c. Teacher Attitude & Tone / Respect & Care for Scholars</p>	<p>1. Teacher is consistently positive in attitude and tone—not only with staff, but especially with students. 2. In word choice, voice modulation, and body language, teacher communicates care and respect for students.</p>	<p>3. Teacher is consistently and authentically positive in attitude and tone, exerting a positive influence on the entire staff. 4. Teacher’s tone with students models "warm-demanding," in which the teacher communicates respect and caring, and high expectations, all at the same time. . 5. Teacher’s scholars also display genuine caring for one another, with students taking initiative to ensure high levels of civility.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>d. Integrity In Everything</p>	<p>1. Teacher displays high standards of honesty and integrity in interactions with colleagues, students, and the public. 2. Teacher helps scholars understand what it means to honor one’s personal, family, and community commitments.</p>	<p>3. Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality. 4. Teacher takes a leadership role in promoting same, and positively influences peers and scholars to do everything with integrity.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Name

e. Collegiality & Teamwork	1. Teacher is humble and does not insist on everything being his or her way (is a team player). 2. Teacher's relationships with colleagues are characterized by mutual support and cooperation. 3. Teacher works with peers to develop high quality lesson plans, programs, events, etc.	4. Teacher's relationships with colleagues are extremely positive, collaborative, and generous, meeting Empowerment Academy's high standards for collegiality and teamwork in every element. 5. Teacher goes further and helps refine programs or protocols at Empowerment Academy in a way that increases teamwork and collegiality among all staff members.	Score: Strengths: Areas for Growth / Action:
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Domain Score:

<p>BASIC PROFESSIONALISM</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Punctuality</p>	<p>1. Teacher is consistently punctual for the school day, scheduled classes and/or meetings.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>b. Dress</p>	<p>1. Teacher's dress is consistently professional.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>c. Language</p>	<p>1. Teacher's language is consistently professional.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>d. Meeting Participation</p>	<p>1. Teacher consistently attends and participates at staff meetings (unless excused).</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>e. Adherence to School Policies</p>	<p>1. Teacher consistently adheres to school policies.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

f. Maintaining Accurate Records	1. Teacher's system for maintaining his or her records is effective and records are consistently accurate.	NA	Score: Strengths: Areas for Growth / Action:
g. Meeting Deadlines	1. Teacher consistently meets deadlines for lesson plans, report cards, data analyses, etc.	NA	Score: Strengths: Areas for Growth / Action:

Domain Score:

<p>COMMITMENT TO PERSONAL PROFESSIONAL DEVELOPMENT</p>	<p>Indicators for Meets Empowerment Academy’s High Standard</p>	<p>Indicators for Exceeds Empowerment Academy’s High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy’s High Standard (Exemplary): 4 Meets Empowerment Academy’s High Standard: 3 Working Towards Empowerment Academy’s High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Understanding of Empowerment Academy’s Philosophy and Design</p>	<p>1. Through scoring 100% on aligned assessments, teacher demonstrates a thorough understanding of Empowerment Academy’s philosophy and design, as presented in documents provided by the Head Dean.</p>	<p>NA</p>	<p>Score: Strengths: Areas for Growth / Action:</p>
<p>b. Mastery of Taxonomy</p>	<p>1. Following professional development, teacher demonstrates mastery of Empowerment Academy’s teaching “taxonomy” (i.e., its labeling of teaching systems, processes, and techniques), through scoring 100% on aligned assessments. 2. Teacher uses this taxonomy properly in his or her personal development plans, lesson plans, the provision of observation and feedback, etc., and even, as appropriate, in directing or speaking with students.</p>	<p>NA</p>	<p>Score: Strengths: Areas for Growth / Action:</p>

<p>c. Personal Development Plans</p>	<p>1. Teacher consistently develops high-quality and timely personal development plans. 2. Plans are responsive to the guidance of school leaders and focus upon the actions the teacher can take which would exert the greatest leverage improving student achievement.</p>	<p>3. A teacher who has demonstrated exemplary skill developing and implementing his or her own personal develop plans provides one or more fellow teachers who are less proficient in designing plans with a Head Dean-approved course of peer-to-peer professional development in these regards.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>d. Asking for Help</p>	<p>1. Teacher seeks out training relating to Empowerment Academy’s systems, teaching techniques, technologies, etc., from peers, school leaders or school resource people able to provide it. 2. Teacher asks peers, grade-level head teachers, specialists, and/or school leaders for guidance, technique modeling, etc., at appropriate times.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>e. Implementation and Practice</p>	<p>1. When teacher receives actionable feedback from school leaders, teacher follows through with the called-for actions. 2. When teacher receives training or high quality skill modeling from specialists or peers, teacher immediately works to incorporate learned skills or procedures into his or her instruction. 3. Teacher practices skills or procedures not just once or twice, but until he or she has mastered them.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Name

f. Self-Reflection / Lesson Video-Taping	1. Teacher constantly and insightfully reflects on successes and failures, personal strengths and areas where personal growth is needed, and has a system for recording notes to him or herself in these regards. 2. Teacher video-tapes a lesson he or she has provided at least once a week, and provides him or herself written, actionable feedback.	3. A teacher who has demonstrated exemplary skill reviewing and reflecting on his or her own teaching performance provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development in these regards.	Score: Strengths: Areas for Growth / Action:
g. Openness to Observation and Feedback	1. Teacher regularly seeks out colleagues' observation and feedback. 2. Teacher eagerly receives colleagues' constructive criticism as the teacher works never-endingly to improve his or her practice.	NA	Score: Strengths: Areas for Growth / Action:

Domain Score:

<p>COMMITMENT TO TEAM'S PROFESSIONAL DEVELOPMENT</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Professional Learning Community Contributions</p>	<p>1. Teacher consistently makes valuable contributions to the professional learning community of which he or she is a part at Empowerment Academy.</p>	<p>2. Teacher leads his or her grade level teachers, or specialist group, into becoming a high-performing professional learning community, where: a) teachers in the group focus on ensuring that every single one of the group's scholars learn; b) collaborate on thinking through how any of their scholars who is struggling might be assisted, or how lessons or systems might be improved to benefit all of their scholars; and c) accept accountability as a group for ensuring that all of their scholars are provided the very highest quality education possible.</p>	<p>Score: Strengths: Areas for Growth / Action:</p>
<p>b. Technique or Procedure Modeling</p>	<p>1. A teacher who has mastered a technique or procedure readily models it for a peer who is still working on mastery. 2. When of value, the teacher models the technique or procedure in the peer's classroom, not just the teacher's own. 3. When the peer endeavors to execute the technique or procedure on his or her own, the teacher readily provides observation and feedback to assist the teacher.</p>	<p>4. A teacher whose mastery of a technique or procedure is exemplary provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score: Strengths: Areas for Growth / Action:</p>

Name

c. Providing Observation & Feedback	1. Teacher supports colleagues' professional development through, among other things, observing colleagues lessons and providing feedback at least once a month.	2. Teacher supports colleagues' professional development through, among other things, observing colleagues lessons and providing feedback at least twice a month.	Score: Strengths: Areas for Growth / Action:
d. Mentoring (DOUBLE SCORE)	NA	1. A teacher who has mastered Empowerment Academy's essential protocols and teaching techniques, provides a less proficient teacher a Head Dean-approved course of peer-mentoring, involving not just the provision of guidance, but also modeling, observation and feedback, and monitoring of the less proficient's teacher's professional development plan progress.	Score: Strengths: Areas for Growth / Action:

Domain Score:

<p>COMMITMENT TO THE COMMUNITY</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Schools Events</p>	<p>1. Teacher attends/volunteers to participate in school events without being asked and makes substantial contributions.</p>	<p>2. Teacher meets standard and, in addition, assumes a leadership role in at least one aspect of school life.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>b. Support Assignments</p>	<p>1. Consistently executes support assignments conscientiously. 2. Always willing to pitch in and help with events or school needs that develop.</p>	<p>3. Teacher meets standard and, in addition, puts in an extraordinary amount of uncompensated time on support tasks. 4. Teacher , independently assumes additional responsibilities when necessary and demonstrates leadership.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Name

c. Project Involvement	1. Teacher readily becomes involved in school projects, follows through on his/her commitments and responsibilities and does quality work on time.	2. Teacher initiates and takes leadership responsibility for school projects.	Score: Strengths: Areas for Growth / Action:
d. Protocol/Education Program Refinement Contributions	1. Teacher makes positive contributions to efforts to raise the level of student achievement, school-wide, through protocol and /or program improvements.	2. Teacher leads efforts to raise the level of student achievement, school-wide, through protocol and /or program improvements.	Score: Strengths: Areas for Growth / Action:

Domain Score:

CLASSROOM PRACTICE

<p style="text-align: center;">PHYSICAL CLASSROOM ENVIRONMENT</p>	<p style="text-align: center;">Indicators for Meets Empowerment Academy's High Standard</p>	<p style="text-align: center;">Indicators for Exceeds Empowerment Academy's High Standard</p>	<p style="text-align: center;">Performance Score/Comments</p> <p style="text-align: center;">Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Classroom Organization, Orderliness & Cleanliness</p>	<ol style="list-style-type: none"> 1. Teacher's classroom is consistently well-organized, clean and clutter-free. 2. The furniture arrangement advances learning. 3. Coats, bags, and other objects have their designated place. 4. The floor and counters are consistently clear of litter and debris. 	<ol style="list-style-type: none"> 5. Teacher meets standard and , in addition, the classrooms' <i>scholars</i> take immediate initiative to keep the floor and counters always clear of litter and debris. 6. The teacher helps peers emulate his or her best practices and/or system innovations in these areas, producing improvements in classroom organization, orderliness, and cleanliness throughout the school. 	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>b. Use of Walls and Display of Student Work to Reinforce Values & Culture</p>	<p>1. A dedicated portion of the teacher’s classroom walls and bulletin boards clearly reinforce Empowerment Academy’s values and culture. . School values are posted, as are inspirational quotations by Martin Luther King, Jr., or others, extolling service and upholding the idea that each individual’s happiness and well-being is, ultimately, connected to that of every other’s. 2. Student work relating to these themes is displayed next to it in a way that encourages students to help create the Empowerment Academy Community. 3. Walls and bulletin boards are-updated at least monthly.</p>	<p>4. Teacher meets standard and, in addition, has implemented a system for efficiently up-dating them that uses rotating student prefects to maintain the space, contributing to their learning and growth. 5. Prefects receive class recognition for work conscientiously performed. 6. The teacher helps peers emulate his or her best practices and/or system innovations, producing improvements in classroom organization, orderliness, and cleanliness throughout the school.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>c. Use of Walls and Display of Student Work to Reinforce High Academic/College Expectations</p>	<p>1. A dedicated portion of the teacher’s classroom walls and bulletin boards clearly reinforce high academic expectations <i>and</i> the expectation that Empowerment Academy’s scholars will be going to college. 2. The classroom is named after a college, has college symbols displayed, and college photos and news items are displayed, shared with the scholars, and then changed at least once per trimester. 3. Student work relating to the themes of attaining mastery of academic skills and/or going to college is posted and up-dated at least monthly.</p>	<p>4. Teacher meets standard and, in addition, has implemented a system for efficiently up-dating them that uses rotating student prefects to maintain the space, contributing to their learning and growth. 5. Prefects receive class recognition for work conscientiously performed. 6. The teacher helps peers emulate his or her best practices and/or system innovations, producing improvements in classroom organization, orderliness, and cleanliness throughout the school.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Domain Score:

<p>BEHAVIOR MANAGEMENT & ROUTINES</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. TLC: Strong Voice</p>	<p>1. From the day's first scholar encounter to the last, the teacher makes effective use of the <i>Teach Like a Champion</i> technique known as <i>Strong Voice</i>.</p>	<p>2. Teacher who has achieved mastery of <i>Strong Voice</i> provides one or more fellow teachers who are less proficient with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>b. TLC: What To Do</p>	<p>1. Teacher gives <i>What to Do</i> directions that are specific, concrete, sequential, and observable.</p>	<p>2. Teacher who has achieved mastery of <i>What To Do</i> provides one or more fellow teachers who are less proficient with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>c. TLC: 100%</p>	<p>1. Teacher demands <i>200%</i> compliance with high behavioral expectations.</p>	<p>2. Teacher who has achieved mastery of <i>100%</i> provides one or more fellow teachers who are less proficient with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>d. TLC: Do It Again</p>	<p>1. When appropriate, teacher has individual students, groups, or even the entire class <i>Do It Again</i> in a way that is positive and produces behavioral progress.</p>	<p>2. Teacher who has achieved mastery of <i>Do It Again</i> provides one or more fellow teachers who are less proficient with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>e. Positive Discipline</p>	<p>1. From the day's first scholar encounter to the last, the teacher consistently narrates compliance instead of narrating what not to do, talking expectations and aspirations, and using praise and challenge to motivate the scholars.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>f. Rules & Expectations</p>	<p>1. High behavior expectations, and school and classroom rules, are established at the beginning of the year. 2. The classroom rules are established with some level of scholar participation. . Students are helped to understand the rationale for the scholar behaviors expected, and throughout the year, the teacher continually reinforces the rationale for Empowerment Academy’s high-level behavioral norms, helping the student to see that they flow from the teacher’s love for the scholar, not just the respect and care that are due others.</p>	<p>3. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>g. Stop Light System / Consistent Code of Conduct Enforcement</p>	<p>1. Teacher employs the stoplight system consistently and effectively, and changes stoplight colors for appropriate reasons at appropriate times. 2. Teacher has implemented a system of incentives and awards for STAR scholars that is consistently implemented. 3. Teacher enforces Empowerment Academy’s Code of Conduct consistently.</p>	<p>4. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>h. Uniform Policy and Dress Code Enforcement</p>	<p>1. The teacher effectively and consistently enforces Empowerment Academy’s uniform policy and achieves 100% compliance. 2. Shirts are tucked in, dresses, pants, belts, and shoes are per policy, jewelry is as per policy. 3. Uniform/dress code discrepancies are identified and acted upon.</p>	<p>4. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>i. School Arrival / Dismissal Routine and Bus Behavior</p>	<p>1. The teacher has practiced arrival / dismissal and bus routines with his or her scholars to the point that they adhere to the routines without the teacher needing to be present. 2. Scholars are walked to the proper room or to their bus. 3. Students are consistently silent while in the hallway unless spoken to by an adult. 4. Students do not run or touch one another in the hallway or outside the building.</p>	<p>5. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>j. Classroom Entry / Exit Routine (TLC)</p>	<p>1. The teacher has practiced classroom entry and exit routines with his or her student to the point that there is consistently a prompt start and a smooth finish to the class and/or school day.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>k. Breakfast / Start-of-Day Routines</p>	<p>1. The teacher has practiced the classroom's breakfast and start-of-day routines with his or her scholars to the point that they do not need to be guided by an instructor. 2. Students are busy with a <i>Do Now</i> or are doing independent reading silently. 3. The teacher's homework collection/ attendance/notes to the office prefect systems run seamlessly.</p>	<p>4. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>l. STAR Behavior</p>	<p>1. The teacher has practiced, expects, and consistently achieves STAR scholar behavior: scholars Stand or sit-up straight, Track the speaker with their eyes, Always stay on task, and show Respect at all times.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>m. Distributing & Collecting Materials</p>	<p>1. The teacher has practiced and successfully implements a system for distributing/collecting work that is routinized and consistently efficient. 2. Students consistently remain silent or engaged in the learning task at hand while the distribution/collection is taking place.</p>	<p>3. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>n. Transitions Between Activities / Snacks</p>	<p>1. The teacher has practiced and consistently achieves transitions that enable him or her, using an economy of language, to initiate efficient transitions between activities. 2. Scholars know how to adjust the physical setting. 3. Scholars limit their talking to that which facilitates the transition, and immediately get to work on the new task.</p>	<p>4. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>o. Hallway/Bathroom</p>	<p>1. The teacher has practiced and consistently achieves hallway transitions and bathroom visits that are routinized and efficient. . Scholars are silent while in the hallway or in the bathroom, and do not run or touch one another. 2. When scholars walk past a piece of paper on the hallway floor, they pick it up to be discarded in the next garbage can. Teacher praises their initiative. 3. Scholars similarly work to leave the bathroom cleaner than they found it, and always wash their hands properly before leaving. 4. On a weekly basis, star <i>Beautifiers of the Community</i> are recognized by the Teacher.</p>	<p>5. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>p. Lunch & Recess</p>	<p>1. The teacher has practiced lunch and recess routines with his or her scholars to the point that they adhere to the routines without the teacher needing to be present. 2. Scholars remain orderly in their lunch lines and sit according to homeroom. 3. Students are respectful of others and keep their voice volumes conversational. 4. Students demonstrate Empowerment Academy’s core values during recess and quickly respond when a teacher or other staff members signals a transition.</p>	<p>5. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>n. Dealing with Challenging Situations</p>	<p>1. Teacher consistently deals appropriately with challenging situations without derailing the learning process. 2. Teacher does not engage a scholars’ excuses or distractions during the correction of student misbehavior. 3. Teacher recognizes when there is a need to refocus a class. 4. Teacher knows when and how to diffuse situations with scholars and when to involve school leaders.</p>	<p>5. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Name

o. Scholar Behavior	1. The teacher has implemented behavior management strategies so well that he or she consistently has few if any behavior problems with his or her scholars. 2. The classroom runs efficiently, and scholars seem routinized to all procedures.	3. Teacher meets standard and, in addition, scholars can explain how rules and routines make for a better, happier Empowerment Academy community.	Score: Strengths: Areas for Growth / Action:
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Domain Score:

<p>PLANNING & PREPARATION</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Understanding of Subject, Curriculum Content and of Lesson Points (Non-Sabis Subjects)</p>	<p>1. Teacher consistently displays a rich understanding of the subjects he or she is to teach. 2. Teacher knows Empowerment Academy's curriculum, the critical lesson points that Empowerment Academy's scholars need to master, and of how these critical points interrelate. 3. The information conveyed to scholars is consistently accurate and well-selected to increase their understanding of critical points.</p>	<p>4. Teacher meets standard and, in addition, provides a Head Dean-approved course of peer-to-peer support for teachers whose understanding of the curriculum and of critical points is not as great.</p>	<p>Score: Strengths: Areas for Growth / Action:</p>
<p>b. Defining and Sequencing Learning Objectives (Non-Sabis Subjects)</p>	<p>1. Teacher develops a sequence of bite-sized, measurable, weekly learning objectives that, when mastered, efficiently lead students towards mastery of year-end curriculum content standards. 2. The learning objectives developed are right-sized: challenging enough to stretch students but not so challenging as to produce lesson failure. 3. The learning objectives, and their rationale, are articulated clearly enough that scholars will also be able to articulate the objectives and why they matter <i>in their own words</i>. 4. These learning objectives drive the lesson planning (not vice versa).</p>	<p>5. Teacher meets standard and, in addition, provides a Head Dean-approved course of peer-to-peer support for teachers whose skills in structuring the progression learning in their classrooms is not as great.</p>	<p>Score: Strengths: Areas for Growth / Action:</p>

<p>c. Data-Driven Planning for Instruction</p>	<p>1. Teacher consistently and effectively uses Sabis assessment data to diagnose student learning gaps and misunderstandings. 2. Teacher effectively uses Sabis data to review the efficacy of teaching strategies and interventions employed to date. 3. Teacher effectively uses Sabis data to design a thoughtful data-driven instruction plan for each Sabis cycle that prioritizes his or her scholars' big needs, and that covers not just whole-class general and re-teach/review priorities, but also <i>small-group</i> and <i>individual</i> needs for focused instruction and interventions.</p>	<p>4. Teacher meets standard and, in addition, provides a Head Dean- approved course of peer-to-peer professional development in these areas for one or more teachers who have not yet mastered these processes.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>d. Use of Daily and Weekly Assessments</p>	<p>1. Teacher consistently designs rigorous daily assessments (e.g., student questioning, individual practice questions, exit slips, quizzes, and so forth) to check scholars' understanding and mastery of lesson points. 2. Teacher then uses the data collected to adjust instruction and/or plan student interventions on a daily basis. 3. Teacher also consistently uses an efficient, effective, and accessible system for tracking daily and weekly scholar achievement data.</p>	<p>4. Teacher meets standard and, in addition, provides a Head Dean- approved course of peer-to-peer professional development in these areas for one or more teachers who have not yet mastered these skills and procedures.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>e. High Quality Lesson Planning / TA Usage / Exercises & Homework</p>	<p>Teacher consistently has thorough, written daily lesson plans that:</p> <ol style="list-style-type: none"> 1. Clearly articulate the lesson's points; 2. Incorporate effective and efficient strategies for the teaching of those points; 3. Anticipate common student misunderstandings; 4. Are interspersed with checks for understanding; and 5. Are sufficiently detailed (including some scripted questions) to facilitate a tight and crystal clear lesson progression. <p>In addition:</p> <ol style="list-style-type: none"> 7. Teacher plans effective usage of teaching assistants; 8. Teacher plans effective class exercises and homework assignments to reinforce the learning. 	<p>9. Teacher meets standard and, in addition, provides a Head Dean- approved course of peer-to-peer professional development in these areas for one or more teachers who have not yet mastered these skills and processes.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>f. Use of Student Knowledge to Differentiate/Modify Instruction and Individual Practice Work</p>	<ol style="list-style-type: none"> 1. Teacher consistently assumes full responsibility for scholars' achievement and seeks innovative ways to support their learning. 2. Teacher consistently differentiates instruction for small groups and individual students to maximize their learning progress. 3. Teacher consistently modifies curriculum for students with special needs, in consultation with the appropriate specialists. 4. Teacher consistently employs individual practice procedures that address the needs of a broad range of learners, with assignments attainable to students with difficulties in a subject area, as well as extra challenges for students who excel in a subject area. 	<p>5. Teacher meets standard and, in addition, provides a Head Dean- approved course of peer-to-peer professional development in these areas for one or more teachers who have not yet mastered these skills and processes.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>g. Use of Technology</p>	<p>1. Teacher consistently makes beneficial use of technological resources and learning programs that have the potential to accelerate student learning and to develop students' 21st Century skills.</p>	<p>2. Teacher meets standard and, in addition, provides a Head Dean- approved course of peer-to-peer professional development in these areas for one or more teachers who have not yet mastered the necessary technological skills and programs.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>h. Planned Joy</p>	<p>1. Each day, teacher incorporates an element into one or two lessons that is structured in such a way as to be particularly high-interest or “fun” for scholars while still effectively and efficiently addressing the lesson’s points.</p>	<p>2. Teacher meets standard and, in addition, provides a Head Dean- approved course of peer-to-peer professional development in these areas for one or more teachers who have not yet mastered these skills and processes.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Domain Score:

<p style="text-align: center;">SABIS TEACHING SYSTEM</p>	<p style="text-align: center;">Indicators for Meets Empowerment Academy's High Standard</p>	<p style="text-align: center;">Indicators for Exceeds Empowerment Academy's High Standard</p>	<p style="text-align: center;">Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Pacing</p>	<p>1. The teacher consistently is on pace.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>b. Seating</p>	<p>1. The teacher consistently has students seated in groups of four.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>c. Lesson Points</p>	<p>1. The teacher consistently displays lesson points on the Board and follows Sabis guidelines for writing points.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>d. Lesson Introduction</p>	<p>1. The teacher consistently introduces lessons well.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>e. Use of Posters, Books and Materials</p>	<p>1. The teacher consistently displays Sabis posters, and uses Sabis books and materials, as appropriate.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>f. TEACH: Point Explanation</p>	<p>1. The teacher consistently explains the points well.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>g. TEACH: Point Examples</p>	<p>1. The teacher consistently provides appropriate examples for each point</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>h. TEACH: Time Explaining Point</p>	<p>1. The teacher consistently spends an appropriate amount of time explaining each point.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>i. CLASS PRACTICE</p>	<p>1. The teacher engages the whole class in effective interactive applications for each point.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>j. INDIVIDUAL PRACTICE: Scholar Knowledge of Expectations</p>	<p>1. The teacher consistently ensures that scholars know what the teacher expects of them.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>k. INDIVIDUAL PRACTICE: Individual Application for Each Point</p>	<p>1. The teacher consistently asks scholars to do an individual application for each lesson point.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>l. INDIVIDUAL PRACTICE: Quiet Practice</p>	<p>1. The teacher consistently ensures that during Individual Practice, the scholars work quietly.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>m. INDIVIDUAL PRACTICE: Time for Individual Practice</p>	<p>1. The teacher consistently provides scholars an appropriate amount of time to work on each application.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>n. CHECK: Use of Prefects</p>	<p>1. The teacher consistently ensures that subject prefects/group leaders have mastered a point, and then uses the subject prefects/group leaders to check the work of their peers.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>o. CHECK: Confirmation of Class Mastery</p>	<p>1. Before moving on, the teacher consistently confirms with the subject prefects/group leaders that their group has mastered the point.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>p. CHECK: Check off of point from the Board</p>	<p>1. The teacher consistently checks off each point on the Board as it is mastered.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>q. RE-TEACH</p>	<p>1. The teacher consistently re-teaches a point, with lesson modifications as necessary, when the majority of the class has not mastered it.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>r. Point Coverage</p>	<p>1. The teacher consistently covers each lesson point on the Board.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>s. Lesson Wrap-Up</p>	<p>1. At the end of a lesson, the teacher consistently wraps up the lesson by recapping what was learned.</p>	<p>NA</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>t. Peer Professional Development (DOUBLE SCORE)</p>	<p>NA</p>	<p>1. Teacher consistently executes all elements of the Sabis Teaching System correctly. 2. In addition, teacher provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development in the many elements of the Sabis Education System. As part of that, provides repeated modeling and observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Domain Score:

<p>CHAMPION TEACHER TECHNIQUES</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Creating a Strong Classroom Culture</p>	<p>1. After receiving professional development in TLC techniques for creating a strong classroom culture, teacher makes regular and exemplary use of these techniques.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>b. Structuring Effective Lessons</p>	<p>1. After receiving professional development in TLC techniques for structuring effective lessons, teacher makes regular and exemplary use of these techniques.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>c. Engaging Students in the Lesson</p>	<p>1. After receiving professional development in TLC techniques for engaging students in the lesson, teacher makes regular and exemplary use of these techniques.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>d. Promoting High Academic Expectations</p>	<p>1. After receiving professional development in TLC techniques for promoting high academic expectations, teacher makes regular and exemplary use of these techniques.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>e. Building Character and Trust</p>	<p>1. After receiving professional development in TLC techniques for building character and trust, teacher makes regular and exemplary use of these techniques.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>f. Improving Pacing</p>	<p>1. After receiving professional development in TLC techniques for improving pacing, teacher makes regular and exemplary use of these techniques.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>g. Challenging Students to Think Critically</p>	<p>1. After receiving professional development in TLC techniques for challenging students to think critically, teacher makes regular and exemplary use of these techniques.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Domain Score:

<p>VALUES & CHARACTER EDUCATION</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Teacher-Student Relationship</p>	<p>1. Appreciating that children learn to love by being loved, the teacher is consistently intentional about building relationships with each scholar in the classroom, making connections to the scholar's lives, interests and preferences. 2. The teacher consistently expresses care and empathy for each scholar, and positive aspirations for the scholar's success now at school, and in the future at college and in life. 3. The teacher makes clear that the kind of success he or she wishes for the student is not just success as defined by achievement, but success as defined by the living of a happy, satisfying, contributory life that makes the world better for everyone and of which the scholar will be able to be proud.</p>	<p>4. Teacher meets standard and, in addition, helps peers emulate his or her best practices and/or system innovations, producing improvements in teacher-student relationships throughout the school.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>b. The Rationale for Empowerment Academy's Core Values</p>	<p>1. The teacher consistently reserves moments throughout the week to help scholars understand the rationale for Empowerment Academy's core values: <i>Respect and Care About Yourself, and Respect and Care About Others – Members of Your Family, Members of Your Communitie (Including Empowerment Academy), and People Throughout the World.</i></p> <p>2. In this regard, the teacher emphasizes that respect and care for ourselves and others is not just what is right, but is also what leads to happiness, success and a meaningful life.</p> <p>3. Further, the teacher schedules periodic lessons, exercises, and aligned assessments, as well as reports and/or projects that help students understand/experience these truths in personally meaningful ways.</p>	<p>4. Teacher meets standard and, in addition, teacher's practices and innovations in this regard are exemplary, and the teacher shares them with other educators producing significant improvements in Empowerment Academy's values education program.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>c. Rules for Successful Living</p>	<p>1. The teacher consistently reserves moments throughout the week to help scholars understand how Empowerment Academy's <i>Rules for Successful Living</i> – based upon respect for ourselves and others – lead to a happy, contributory, and meaningful life.</p> <p>2. The teacher develops lessons, exercises, and projects that helps students understand and experience the truth of this in personally meaningful ways.</p>	<p>3. Teacher meets standard and, in addition, shares his or her best practices and innovations with peers in a way that upgrades the quality of Empowerment Academy's character education program.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

<p>d. Service / Reflection / Self-Identity</p>	<p>1. Teacher consistently finds ways to put his or her scholars into the service of one another, their families, the school community, or other communities of which they are a part. 2. Teacher then has these scholars reflect upon/write about the satisfaction they felt providing that service to others. 3. Teacher then has each scholar share their experience and feelings of satisfaction with the class, and leads the class in praising and affirming each scholar’s service, encouraging the scholar to see him or herself as someone who finds their personal happiness in love for and service to others.</p>	<p>4. Teacher meets standard and, in addition, develops service opportunities and Service / Reflection / and Self-Identity initiative procedures that are highly impactful and helps peers emulate his or her practices, increasing the effectiveness of practices throughout the School.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>
<p>e. Embedded Character Instruction</p>	<p>1. All throughout the day, the teacher effectively seizes opportunities to help his or her scholars see that they have already begun their life’s work, and that their striving to develop their capacities of mind and character has meaning beyond anything they can presently see. (For instance, while preparing to teach about good study habits the teacher might say, “Martin Luther King, Jr., didn’t begin his life’s work of advancing racial justice in Montgomery, Alabama – he began it as a Kindergartener when he started developing his character, mind, and skills so he could become that kind of a hero.” Alternatively, when encouraging students to ask questions if don’t understand something, the teacher might say, “Don’t be afraid to ask for help; no one can do great things without the help of others. Get the help you need so you can achieve your goals and accomplish great things!”)</p>	<p>2. Teacher meets standard and, in addition, raises embedded character instruction to an art form, and provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score:</p> <p>Strengths:</p> <p>Areas for Growth / Action:</p>

Name

f. Teachable Character Moments	1. Teacher effectively seizes moments in class to celebrate character strength. 2. Teacher helps scholars see how positive discipline and hard work are keys to the development of the kind values, skills, knowledge, confidence and character that will empower them, throughout their lives, to find great personal happiness while doing great things for the benefit of others.	3. Teacher meets standard and, in addition, raises his or her practice in this regard to an art form, and provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.	Score: Strengths: Areas for Growth / Action:
g. Exemplary Heroes	1. Teacher regularly and effectively highlights the struggles and perseverance of exemplary heroes who show us just how inspiring a person of strong character can be. 2. The teacher schedules lessons, exercises, and aligned assessments, as well as report assignments and projects that helps students learn about and be inspired by such exemplary heroes.	3. Teacher meets standard and, in addition, shares his or her best practices and innovations with peers; and upgrades the quality of Empowerment Academy's character education program.	Score: Strengths: Areas for Growth / Action:

Domain Score:

<p>LEARNING SUPPORTS</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Study Habits/Homework Skills</p>	<p>1. The teacher periodically provides explicit instruction about good study habits, homework skills, time management, etc. 2. Teacher has scholars explicitly practice these skills/disciplines in connection with academic assignments. 3. The students demonstrate widespread mastery of these skills and use them even when the teacher is not present.</p>	<p>4. Teacher meets standard and, in addition, raises the successful teaching of these skills to an art form and provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score: Strengths: Areas for Growth / Action:</p>
<p>b. Guided Reading</p>	<p>1. The teacher includes guided reading as part of his or her LAL instruction and executes the strategy extremely effectively while keeping other students productively engaged with other learning tasks.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes modeling as well as observation and feedback.</p>	<p>Score: Strengths: Areas for Growth / Action:</p>

c. Learning Programs	1. After receiving professional development in how to use, and how to teach scholars to use, learning programs such as Study Island, the teacher makes regular and effective use of the resource both in whole-class and differentiated instruction for small groups or individual scholars.	2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that includes reinforcement of training provided by Empowerment Academy's technology teacher, modeling of the effective use of the resource in classroom settings, and observation and feedback.	Score: Strengths: Areas for Growth / Action:
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Domain Score:

<p>ENGAGEMENT OF STUDENT FAMILIES</p>	<p>Indicators for Meets Empowerment Academy's High Standard</p>	<p>Indicators for Exceeds Empowerment Academy's High Standard</p>	<p>Performance Score/Comments Exceeds Empowerment Academy's High Standard (Exemplary): 4 Meets Empowerment Academy's High Standard: 3 Working Towards Empowerment Academy's High Standard: 2 Needs Improvement: 1 Unacceptable Performance: U</p>
<p>a. Family Communications and Meetings</p>	<p>1. Teacher communicates regularly with families to inform them about the School's instructional program. 2. Teacher communicates with families about their child's instructional progress, and their child's emotional and social development (both successes and struggles). 3. Teacher returns all phone calls from families within 24 hours, and responds to family concerns with great professional and cultural sensitivity. 4. Teacher meets with parents per the School's schedule or more frequently as a scholar's interests require or a scholar's parents' request.</p>	<p>5. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that focuses on the effective use of teacher systems keeping in touch with parents and tracking the particulars of communications.</p>	<p>Score: Strengths: Areas for Growth / Action:</p>
<p>b. Engagement of Parents In Instruction</p>	<p>1. Teacher's initiatives engage families in the instructional program are exemplary.</p>	<p>2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less proficient in these regards with a Head Dean-approved course of peer-to-peer professional development that focuses on how to successfully engage families in Empowerment Academy's instructional program.</p>	<p>Score: Strengths: Areas for Growth / Action:</p>

Name

c. Parent Portal Training	1. Following professional development, the teacher successfully trains at least 85% of scholar families in the use of the Sabis Student Management System's Parent Portal.	2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less successful in this regard with a Head Dean-approved course of peer-to-peer professional development that focuses on how to successfully get most parents trained in the use of the portal.	Score: Strengths: Areas for Growth / Action:
d. Study Island Training	1. Following professional development the teacher successfully trains at least 85% of scholar families in the use of the Study Island Parent Portal.	2. Teacher meets standard and, in addition, provides one or more fellow teachers who are less successful in this regard with a Head Dean-approved course of peer-to-peer professional development that focuses on how to successfully get most parents trained in the use of the resource.	Score: Strengths: Areas for Growth / Action:

Domain Score:

MEASURES OF STUDENT LEARNING

SCHOLARS' LEARNING GROWTH IN TESTED SUBJECTS	Needs Improvement	Working Toward Empowerment Academy's High Standard	Meet Empowerment Academy's High Standard	Exceeds Empowerment Academy's High Standard
a. Reading: Average Terra Nova GME Gain YTY	<.85	.85-1.10	1.11-1.36	>1.36
b. Math: Average Terra Nova GME Gain YTY	<.85	.85-1.10	1.11-1.36	>1.36
c. Science: Average Terra Nova GME Gain YTY)	<.85	.85-1.10	1.11-1.36	>1.36
d. Social Studies: Average Terra Nova GME Gain YTY	<.85	.85-1.10	1.11-1.36	>1.36
GAINS IN SCHOLARS' COMPARATIVE PROFICIENCY IN TESTED SUBJECTS	Need Improvement	Working Toward Empowerment Academy's High Standard	Meets Empowerment Academy's High Standard	Exceeds Empowerment Academy's High Standard
a. Reading: Average Percentile Rank Gain in Points on Terra Nova YTY	<1	1-5	6 -10	>10

Name

b. Math: Average Percentile Rank Gain in Points on Terra Nova YTY	<1	1-5	6 -10	>10
c. Science: Average Percentile Rank Gain in Points on Terra Nova YTY	<1	1-5	6 -10	>10
d. Social Studies: Average Percentile Rank Gain in Points on Terra Nova YTY	<1	1-5	6 -10	>10

SCHOLARS' PROFICIENCY IN TESTED SUBJECTS	Needs Improvement	Working Toward Empowerment Academy's High Standard	Meets Empowerment Academy's High Standard	Exceeds Empowerment Academy's High Standard
a. Reading: Average Sabis Final Exam Score	<75	75-84	85-94	95-100
b. Math: Average Sabis Final Exam Score	<75	75-84	85-94	95-100
c. Science: Average Sabis Final Exam Score	<75	75-84	85-94	95-100
d. Social Studies: Average Sabis Final Exam Score	<75	75-84	85-94	95-100
e. Spanish: Average Sabis Final Exam Score	<75	75-84	85-94	95-100
INDICATORS THAT EVERY SCHOLAR IS BENEFITTING GREATLY	Needs Improvement	Working Toward Empowerment Academy's High Standard	Meets Empowerment Academy's High Standard	Exceeds Empowerment Academy High Standard
a. SGO 1				
b. SGO 2				
VALUES & CHARACTER GROWTH INDICATORS	Needs Improvement	Working Toward Empowerment Academy's High Standard	Meets Empowerment Academy's High Standard	Exceed Empowerment Academy's High Standard
a. SGO 1				
b. SGO 2				

Name

21ST CENTURY LIFE & CAREERS LEARNING GROWTH INDICATORS	Needs Improvement	Working Toward Empowerment Academy's High Standard	Meets Empowerment Academy's High Standard	Exceeds Empowerment Academy's High Standard
a. SGO 1				
HEALTH & PE LEARNING GROWTH INDICATORS (Applicable Teachers Only)	Needs Improvement	Working Toward Empowerment Academy's High Standard	Meets Empowerment Academy's High Standard	Exceeds Empowerment Academy's High Standard
a. SGO 1				
b. SGO 2				
TECHNOLOGY LEARNING GROWTH INDICATORS (Applicable Teachers Only)	Needs Improvement	Working Toward Empowerment Academy's High Standard	Meets Empowerment Academy's High Standard	Exceeds Empowerment Academy's High Standard
a. SGO 1				
b. SGO 2				
VISUAL & PERF. ARTS LEARNING GROWTH INDICATORS (Applicable Teachers Only)	Needs Improvement	Working Toward Empowerment Academy's High Standard	Meets Empowerment Academy's High Standard	Exceeds Empowerment Academy's High Standard
a. SGO 1				
b. SGO 2				