

**VAN DYKE PUBLIC SCHOOLS
WARREN, MICHIGAN
TEACHER PERFORMANCE REVIEW**

Year #6 - 4.0

EMPLOYEE: Tom Torrento

BUILDING: LMS ASSIGNMENT/LEVEL: Instrumental Music: 6-12

DATES OF OBSERVATIONS: Formal: 1/18/18 and 4/27/18

OBSERVED BY: R. Bierod

STATUS: Probationary: No X 1st year 2nd year 3rd year 4th year 5th year

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|---|-------------------|-----------------------------|-------------------|------------------------------|
| 1. <u>Planning and Preparation</u> (Average:) | | | | |
| 1.a. Knowledge of content | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.b. Knowledge of Students | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.c. Instructional Goals | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.d. Knowledge of Resources | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.e. Coherent Instruction | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.f. Assessment | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |

Comments:

Mr. Torrento provides a variety of challenging materials and resources and his learning activities are aligned with his instructional outcomes. His strong knowledge of his students is supported by his individual, effective instruction and the meaningful relationships he chooses to build with each of his students.

2. The Classroom Environment

(Average:)

| | | | | |
|--|-------------------|-------------------|-------------------|------------------------------|
| 2.a. Creating an Environment of Respect & Rapport | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 2.b. Establishing a Culture for Learning | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 2.c. Managing Classroom Procedures | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 2.d. Managing Student Behavior | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 2.e. Organizing Physical Space | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |

Comments:

Mr. Torrento has established a culture of learning and respect where classroom routines and expectations are understood and often student initiated. For example, at any level, you will always witness students on task when the bell rings, warming up and being responsible due to the procedures that are set in place by Mr. Torrento. The band students know that he has high expectations not only of their effort and performance level, but also of their behavior. The classroom environment is safe and productive as his students have individual incentive to be successful.

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|--|------------------|-----------------------------|----------------|--------------------------|
| 3. <u>Instruction</u> (Average:) | | | | |
| 3.a. Communicating with Students | | | | X |
| 3.b. Questions & Discussion Techniques | | | | X |
| 3.c. Engaging Students in Learning | | | | X |
| 3.d. Using Assessment in Instruction | | | | X |
| 3.e. Demonstrating Flexibility & Responsiveness | | | | X |

Comments:

Mr. Torrento's quality of communication with his students is impeccable. He is passionate about his relationships and understands that communication is an integral piece of being successful. His positive student engagement creates an environment of effectiveness where his students actively participate in discussion and everyone is heard. He often focuses not only on areas of success, but areas of concern, helping students individually to develop understanding and mastery. Students are actively engaged in their musical pieces due to Mr. Torrento's well-designed objectives aligned with essential, rigorous learnings, and his ability to scaffold attention to need. He has designed specific curriculum encompassing his full year of teaching that targets the essential standards needed in all levels of instrumental music.

*See *Instrumental Outcomes*.

4. Professional Responsibilities
(Average:)

| | | | | |
|---|--|--|--|---|
| 4.a. Reflecting on Teaching | | | | X |
| 4.b. Maintaining Accurate Records | | | | X |
| 4.c. Communicating with Families | | | | X |
| 4.d. Participating in a Professional Community | | | | X |
| 4.e. Growing and Developing Professionally | | | | X |
| 4.f. Showing Professionalism | | | | X |

Comments:

Mr. Torrento continually communicates with families, often including them in assisting with performances. He exhibits thoughtful and accurate assessment of his lessons through rigorous lesson plans and essential daily instruction. His reflection of his teaching was a goal of his this year. He chose to keep a daily classroom journal focusing on student performance, needs, behaviors and assessment. This allowed for him to adapt to the specific needs of his classes and helped him to better serve those needs as well as be reflective of his teaching. He continually participates in his professional community and also chooses to have outside instrumental leaders assist with his classroom instruction. He participates in multiple music-specific professional development conferences each year to enhance his growth as a musical leader. Mr. Torrento also continues to accrue a great amount of resources through grants and donations, creating the opportunity for our students to become even more successful. This year, Mr. Torrento was the Regional Teacher of the Year through Michigan Department of Education. He is one of 8 candidates for Michigan Teacher of the Year. He also won the MSBOA Regional Teacher of the Year. He has earned these prestigious awards due to his notable ability to teach effectively and inspire student growth and success.

Student Growth: Torrento 2018

| Component #1 | | |
|---|------------------------------|-----------------|
| Building-wide NWEA Goal, based on individual Student Growth Targets (set by NWEA as a result of initial assessment) | | |
| Goal Statement | | |
| 70% of students in our building will reach their individual growth targets and grade level mean – within the standard deviation as evidenced by Spring NWEA testing in Math and Reading | | |
| Data to Support (Growth Calculation) | | |
| Average of: | | |
| <ul style="list-style-type: none"> Percentage of students reaching individual growth targets Percentage of Students within Standard Deviation of Grade Level Mean | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| | 81% | Yes No |

| Component #2 | | |
|---|------------------------------|-------------------|
| Local Common Assessment Data (developed in PLCs within the district) | | |
| ILC Assessment | | |
| Goal Statement | | |
| 70% of students will meet proficiency (70% or higher) on the identified post-test OR will make a gain of 50 percentage points from pre to post-test | | |
| Example of gain for those not reaching 70% proficiency: | | |
| | Pre-test | Post-test Minimum |
| | 8% | 58% |
| | 13% | 63% |
| | 0% | 50% |
| Data to Support (Growth Calculation) | | |
| <ul style="list-style-type: none"> Pre-test and post-test data showing gains and proficiency (Percentage of students proficient (70% or above) or making gains of 50 percentage points or more from pretest to posttest) | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| | 94% | Yes No |

| Component #3 | | |
|---|------------------------------|-----------------|
| Individual class NWEA based on Student Goals or Performance Task with Rubric: | | |
| Scales Assessment | | |
| Goal Statement | | |
| <ul style="list-style-type: none"> K-5 classroom teachers – Reading and Math <ul style="list-style-type: none"> MS/HS ELA teachers – Reading MS/HS Math teachers – Math | | |
| 70% of students in my class(es) will reach their individual growth targets and show growth in general as evidenced by Spring NWEA testing | | |
| <ul style="list-style-type: none"> 3-8 Science Teachers | | |
| 70% of students in my class(es) will reach their individual growth targets and show growth in general as evidenced by Spring NWEA testing | | |
| <ul style="list-style-type: none"> K-5 Enrichment, Secondary Enrichment, Elective, CTE Teachers <ul style="list-style-type: none"> MS/HS Social Studies; HS Science | | |
| 70% of students in my classes will reach their proficiency targets on a pre-determined, department-wide Common Performance Assessment, graded using a rubric including DOK 3 or 4. | | |
| Data to Support (Growth Calculation) | | |
| Average of: | | |
| <ul style="list-style-type: none"> Percentage of Students reaching Individual Growth Targets <ul style="list-style-type: none"> Percentage of Students making any growth | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| | 95.2% | Yes No |

Meeting all three (3) components' goals is **Highly Effective**
 Meeting two (2) components' goals is **Effective**
 Meeting one (1) component goal is **Minimally Effective**
 Meeting zero (0) component goals is **Ineffective**

Student Growth Rating Highly effective

Overall Rating Calculation

| Domain | Average Rating | | Weighting | Total |
|-------------------------------|----------------|---|-----------|-------|
| Planning & Preparation | 4.0 | x | .20 | .80 |
| Classroom Environment | 4.0 | x | .20 | .80 |
| Instruction | 4.0 | x | .20 | .80 |
| Professional Responsibilities | 4.0 | x | .15 | .60 |
| Student Growth | 4.0 | x | .25 | 1.0 |
| Overall Total Rating | | | 100.0 | 4.0 |

OVERALL RATING

 X Highly Effective *Average rating for all domains of between 3.5 and 4.0*

 Effective *Average rating for all domains of between 2.6 and 3.4*

 Minimally Effective *Average rating for all domains of between 1.5 and 2.5*

 Ineffective *Average rating for all domains of between 0.0 and 1.4*

Attendance: 8 4.5
 # of sick days used # of PB days used # of unpaid days

Closing Comments:

Mr. Toronto is highly passionate and engaging. His focus on building strong relationships with all of his students leads to a focused and motivated classroom. He is an invaluable member to our VDPS teaching staff.

Recommendations: *(Identify any areas as ineffective and/or minimally effective. Indicate how these areas of concern will be addressed including recommendations. Be as specific as possible)*

*Continue to maintain assessment records in MasterConnect (Year three).
 *Continue to build on resources for student management.

Evaluator's Signature: 

Date: 6/4/18

*Teacher's Signature: 

Date: 6/4/18

**The teacher's signature does not necessarily imply agreement with the contents of the evaluation. Signature only confirms that the teacher has met with the evaluator.*

**VAN DYKE PUBLIC SCHOOLS
WARREN, MICHIGAN
TEACHER PERFORMANCE REVIEW**

YEAR #5-EOY
Score- 3.96

EMPLOYEE: Tom Torrento

BUILDING: LMS ASSIGNMENT/LEVEL: Instrumental Music: 6-12

DATES OF OBSERVATIONS: Formal: 2/2/17 & 4/27/17

OBSERVED BY: R. Bierod

STATUS: **Probationary:** No ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year ☐ 5th year ☒

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|---|-----------------------------|-----------------------------|-----------------------------|--|
| 1. <u>Planning and Preparation</u> (Average:) | | | | |
| 1.a. Knowledge of content | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.b. Knowledge of Students | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.c. Instructional Goals | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.d. Knowledge of Resources | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.e. Coherent Instruction | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 1.f. Assessment | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |

Comments:

Mr. Torrento's precise lesson plans and instructional practice reflect connections to essential cognitive structure to ensure understanding. Mr. Torrento differentiates instruction on a weekly basis for each section of instruments as well as for individual need. He is acutely aware of resources outside of the district and utilizes a variety of them for the expansion of his knowledge. Mr. Torrento provides a variety of challenging materials and resources and his learning activities are aligned with his instructional outcomes.

2. The Classroom Environment

(Average:)

| | | | | |
|--|-----------------------------|-----------------------------|--|--|
| 2.a. Creating an Environment of Respect & Rapport | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 2.b. Establishing a Culture for Learning | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 2.c. Managing Classroom Procedures | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |
| 2.d. Managing Student Behavior | <u> </u> | <u> </u> | <u> X </u> | <u> </u> |
| 2.e. Organizing Physical Space | <u> </u> | <u> </u> | <u> </u> | <u> X </u> |

Comments:

Mr. Torrento demonstrates genuine care and understanding of his band students. He has established a culture of learning and respect where classroom routines and expectations are understood and often student initiated. For example, during warm up his students often join in, section by section, to play the same musical piece without his direction. Instrumental transitions are smooth during instruction time and Mr. Torrento has high expectations for student behavior. Overall, Mr. Torrento exudes a passion for producing high quality music and his students show initiative in personal quality and improvement.

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|--|------------------|-----------------------------|----------------|--------------------------|
| 3. <u>Instruction</u> (Average:) | | | | |
| 3.a. Communicating with Students | _____ | _____ | _____ | _____X_____ |
| 3.b. Questions & Discussion Techniques | _____ | _____ | _____ | _____X_____ |
| 3.c. Engaging Students in Learning | _____ | _____ | _____ | _____X_____ |
| 3.d. Using Assessment in Instruction | _____ | _____ | _____ | _____X_____ |
| 3.e. Demonstrating Flexibility & Responsiveness | _____ | _____ | _____ | _____X_____ |

Comments:

Mr. Torrento's explanation of the content is thorough and clear. He is very knowledgeable about each chosen musical piece. He often focuses not only on areas of success, but areas of concern, helping students individually to develop understanding and mastery. Mr. Torrento provides a safe and effective environment for students to actively participate in discussion and uses techniques for everyone to be heard. Students are actively engaged in their musical pieces due to Mr. Torrento's well-designed objectives aligned with essential, rigorous learnings, and his ability to scaffold attention to need. Tom's monitoring of student ability is exceptional as well as fully integrated into his rigorous lessons. Students continually self and group assess understanding their critical importance to a successful performance. Mr. Torrento often adjusts the lesson to assist individual student needs and takes opportunities to use teachable moments when appropriate.

4. Professional Responsibilities
(Average:)

| | | | | |
|---|-------|-------|-------|-------------|
| 4.a. Reflecting on Teaching | _____ | _____ | _____ | _____X_____ |
| 4.b. Maintaining Accurate Records | _____ | _____ | _____ | _____X_____ |
| 4.c. Communicating with Families | _____ | _____ | _____ | _____X_____ |
| 4.d. Participating in a Professional Community | _____ | _____ | _____ | _____X_____ |
| 4.e. Growing and Developing Professionally | _____ | _____ | _____ | _____X_____ |
| 4.f. Showing Professionalism | _____ | _____ | _____ | _____X_____ |

Comments:

Mr. Torrento exhibits thoughtful and accurate assessment of his lessons through rigorous lesson plans and essential daily instruction. He chooses to have an outside mentor who visits his classroom and meets with him to discuss lesson sequencing and essential instruction. He participates in multiple music-specific professional development conferences each year to enhance his growth as a musical leader. Mr. Torrento meets with other professional colleagues around the Macomb area to discuss best practices and current issues they may be facing to seek feedback from one another. Tom's students establish personal data and goals which directly affects instruction. Students are encouraged to revisit their instrumental goals and check off those in which they reach. They are also encouraged to share their progress and data with their families. Mr. Torrento's classes incorporated the BACK Program when the students realized the high number of students that were struggling academically. This program is a band to band student tutoring program and is completely student led. Mr. Torrento actively participates in our professional community and establishes positive relationships with his colleagues. He is a district leader in musical events and projects. Due to his unwavering perseverance, Mr. Torrento has accrued a great amount of resources through grants and donations. This achievement has helped Mr. Torrento to establish a successful instrumental program for our district.

Student Growth: Torrento 2017

| Component #1 | | |
|---|------------------------------|-----------------|
| Building-wide NWEA Goal, based on individual Student Growth Targets (set by NWEA as a result of initial assessment) | | |
| Goal Statement | | |
| 70% of students in our building will reach their individual growth targets and grade level mean – within the standard deviation as evidenced by Spring NWEA testing in Math and Reading | | |
| Data to Support (Growth Calculation) | | |
| Average of: | | |
| <ul style="list-style-type: none"> Percentage of students reaching individual growth targets Percentage of Students within Standard Deviation of Grade Level Mean | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| | 72% | <u>Yes</u> No |

| Component #2 | | |
|---|------------------------------|-------------------|
| Local Common Assessment Data (developed in PLCs within the district) | | |
| Goal Statement | | |
| 70% of students will meet proficiency (70% or higher) on the identified post-test OR will make a gain of 50 percentage points from pre to post-test | | |
| Example of gain for those not reaching 70% proficiency: | | |
| | Pre-test | Post-test Minimum |
| | 8% | 58% |
| | 13% | 63% |
| | 0% | 50% |
| Data to Support (Growth Calculation) | | |
| <ul style="list-style-type: none"> Pre-test and post-test data showing gains and proficiency (Percentage of students proficient (70% or above) or making gains of 50 percentage points or more from pretest to posttest) | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| | 92.8% | <u>Yes</u> No |

| Component #3 | | |
|--|------------------------------|-----------------|
| Individual class NWEA based on Student Goals or Performance Task with Rubric | | |
| Goal Statement | | |
| <ul style="list-style-type: none"> K-5 classroom teachers – Reading and Math <ul style="list-style-type: none"> MS/HS ELA teachers – Reading MS/HS Math teachers – Math | | |
| 70% of students in my class(es) will reach their individual growth targets and show growth in general as evidenced by Spring NWEA testing | | |
| <ul style="list-style-type: none"> 3-8 Science Teachers | | |
| 70% of students in my class(es) will reach their individual growth targets and show growth in general as evidenced by Spring NWEA testing | | |
| <ul style="list-style-type: none"> K-5 Enrichment, Secondary Enrichment, Elective, CTE Teachers <ul style="list-style-type: none"> MS/HS Social Studies; HS Science | | |
| 70% of students in my classes will reach their proficiency targets on a pre-determined, department-wide Common Performance Assessment, graded using a rubric including DOK 3 or 4. | | |
| Data to Support (Growth Calculation) | | |
| Average of: | | |
| <ul style="list-style-type: none"> Percentage of Students reaching Individual Growth Targets <ul style="list-style-type: none"> Percentage of Students making any growth | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| | 90.8% | <u>Yes</u> No |

Meeting all three (3) components' goals is **Highly Effective**

Meeting two (2) components' goals is **Effective**
 Meeting one (1) component goal is **Minimally Effective**
 Meeting zero (0) component goals is **Ineffective**

Student Growth Rating **Highly**

Overall Rating Calculation

| Domain | Average Rating | | Weighting | Total |
|-------------------------------|----------------|---|-----------|-------------|
| Planning & Preparation | 4.0 | x | .20 | .80 |
| Classroom Environment | 3.8 | x | .20 | .76 |
| Instruction | 4.0 | x | .20 | .80 |
| Professional Responsibilities | 4.0 | x | .15 | .60 |
| Student Growth | 4.0 | x | .25 | 1.0 |
| | | | | |
| Overall Total Rating | | | 100.0 | 3.96 |

OVERALL RATING

 X **Highly Effective** *Average rating for all domains of between 3.5 and 4.0*

 Effective *Average rating for all domains of between 2.6 and 3.4*

 Minimally Effective *Average rating for all domains of between 1.5 and 2.5*

 Ineffective *Average rating for all domains of between 0.0 and 1.4*

Attendance: 10.5 2
 # of sick days used # of PB days used # of unpaid days

Closing Comments:

Mr. Toronto passion for the instrumental music program and its success is thoroughly demonstrated in his day to day classroom activities. He is highly engaging and his relationship with all of his students leads to a focused and motivated classroom. His classroom management and instruction blend to create a high depth of knowledge input from the students and student led discussion. He is very professional in how he handles and conducts himself and does an excellent job of representing Van Dyke Public Schools to the outside community. Mr. Toronto is a invaluable member to our teaching staff.

Recommendations: (Identify any areas as ineffective and/or minimally effective. Indicate how these areas of concern will be addressed including recommendations. Be as specific as possible)

*Continue to maintain assessment records in Master Connect

Evaluator's Signature: 

Date: 6/15/17

*Teacher's Signature: 

Date: 6/15/17

*The teacher's signature does not necessarily imply agreement with the contents of the evaluation. Signature only confirms that the teacher has met with the evaluator.

YEAR #4 - EOY
SCORE - 3.71

**VAN DYKE PUBLIC SCHOOLS
WARREN, MICHIGAN
TEACHER PERFORMANCE REVIEW**

EMPLOYEE: Tom Torrento

BUILDING: LMS ASSIGNMENT/LEVEL: Band

DATES OF OBSERVATIONS: 2-5-16, 5-13-16

OBSERVED BY: Derek Lawson

STATUS: Probationary: No ☐ 1st year ☐ 2nd year ☐ 3rd year ☒ 4th year ☐ 5th year ☐

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|---|------------------|-----------------------------|----------------|--------------------------|
| 1. <u>Planning and Preparation</u> (Average: 4.0) | | | | |
| 1.1. Knowledge of content | | | | X |
| 1.2. Knowledge of Students | | | | X |
| 1.3. Instructional Goals | | | | X |
| 1.4. Knowledge of Resources | | | | X |
| 1.5. Coherent Instruction | | | | X |
| 1.6. Assessment | | | | X |

Comments:

Mr. Torrento displays solid knowledge content knowledge. He utilizes several approaches in his discipline to reach all learners in his classes. Mr. Torrento is very active with getting to know his students. He spends lots of time with his students outside the classroom (cafeteria, after school sessions, etc). Student outcomes were clearly presented for his whole class to see and written in student friendly form. It is very easy for an outsider to come in and see the plan for the day. Mr. Torrento has very strong connections with the community and utilizes several resources outside of the school. Plans are made to represent the needs of his students. Lesson plans are complete and appropriate for his students. Students are assessed per the instructional outcomes both individually and as a group.

2. The Classroom Environment
(Average: 4.0)

| | | | | |
|---|--|--|--|---|
| 2.1. Creating an Environment of Respect & Rapport | | | | X |
| 2.2. Establishing a Culture for Learning | | | | X |
| 2.3. Managing Classroom Procedures | | | | X |
| 2.4. Managing Student Behavior | | | | X |
| 2.5. Organizing Physical Space | | | | X |

Comments:

Classroom interactions are highly respectful from teacher to student and student to teacher. This respectful atmosphere creates positive connections between his students, forming a strong team. Mr. Torrento has very high expectations for his students and insists on hard work. He takes the time during his lessons to correct playing errors and makes sure the student being addressed is ready to move forward. Routines are well understood by his classes. Students enter, get their instruments and begin warming up without any prompts from Mr. Torrento. Behavior is appropriate in his classes and closely monitored to continue without interruption. The room is organized to make use of the space and provide the best arrangement for his students to flourish.

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|--|------------------|-----------------------------|----------------|--------------------------|
| 3. <u>Instruction</u> (Average: 3.8) | | | | |
| 3.1. Communicating with Students | _____ | _____ | _____ | _____X_____ |
| 3.2. Questions & Discussion Techniques | _____ | _____ | _____ | _____X_____ |
| 3.3. Engaging Students in Learning | _____ | _____ | _____ | _____X_____ |
| 3.4. Using Assessment in Instruction | _____ | _____ | _____X_____ | _____ |
| 3.5. Demonstrating Flexibility & Responsiveness | _____ | _____ | _____ | _____X_____ |

Comments:

Communication from Mr. Torrento to his students is very strong. Directions and procedures are clear when given to his students. Mr. Torrento engages his students in discussion, if needed, during the course of play. He ensures that his students are heard. The pacing of the lesson is on time and appropriate. Students contribute to the content by engaging in conversation with Mr. Torrento and also from student to student. Assessment is used regularly during the lesson with ample amounts of feedback given to his students. Students are aware of the assessment criteria and are prompted to assess their own work. A tremendous strength of Mr. Torrento is his ability to demonstrate flexibility. He seizes opportunities to enhance a lesson, whether it is from a student question or using humor. Mr. Torrento constantly solicits additional resources that his students could benefit from within the community.

4. Professional Responsibilities
(Average: 4.0)

| | | | | |
|---|-------|-------|-------|-------------|
| 4.1. Reflecting on Teaching | _____ | _____ | _____ | _____X_____ |
| 4.2. Maintaining Accurate Records | _____ | _____ | _____ | _____X_____ |
| 4.3. Communicating with Families | _____ | _____ | _____ | _____X_____ |
| 4.4. Participating in a Professional Community | _____ | _____ | _____ | _____X_____ |
| 4.5. Growing and Developing Professionally | _____ | _____ | _____ | _____X_____ |

Comments:

Mr. Torrento is present at meetings, professional learning activities and after school activities. He interacts with his colleagues in a professional and appropriate style. Student records are kept current and communicated with students and parents as needed. Student records are up to date in PowerSchool. When asked to support our building in the case of an administrator absence, Mr. Torrento is always willing to step in. Mr. Torrento is always willing to help our students who seek him out due to his strong rapport with them. He is extremely dedicated to Lincoln Middle School students and staff. Mr. Torrento, upon evaluation of his current curriculum, rewrote and completed the curriculum to include all bands, grades 6-12.

Student Growth

Measures must be predetermined in collaboration with building administrator and submitted to the Personnel Office by October 1st.

| Component #1 | | |
|---|-----------------------|-------------|
| Building-wide NWEA Goal, based on individual Student Growth Targets (set by NWEA as a result of initial assessment) and end-of-year mean | | |
| Goal Statement | | |
| 80% of students in our building will reach their individual growth targets and end-of-grade level targets as evidenced by Spring NWEA testing in Reading and Math | | |
| Data to Support (Growth Calculation) | | |
| Average of: | | |
| <ul style="list-style-type: none"> Percentage of students reaching individual growth targets Percentage of Students reaching end-of-year mean | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| | 75% | Yes No |

| Component #2 | | |
|--|-----------------------|-------------|
| Local Common Assessment Data (developed in PLCs within the district) | | |
| Goal Statement | | |
| 80% of students will be 80% proficient or higher on the identified post-test OR will make a gain of 50% from pre to post-test | | |
| Data to Support (Growth Calculation) | | |
| <ul style="list-style-type: none"> Pre-test and post-test data showing gains and proficiency (percentage of students proficient (80% or above) or making gains of 50% or more) | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| 100% | | Yes No |

| | | |
|---|------------------------------|-----------------|
| | | |
| Component #3 | | |
| Individual class NWEA based on Student Growth Target (set by NWEA as a result of initial assessment), growth and end-of-year mean | | |
| Goal Statement | | |
| 80% of students in my class(es) will reach their individual growth targets, end-of-year targets, and show growth in general as evidenced by Spring NWEA testing | | |
| Data to Support (Growth Calculation) | | |
| Average of: | | |
| <ul style="list-style-type: none"> Percentage of students reaching individual growth targets Percentage of students making any growth | | |
| Growth Calculation | Calculated Percentage | Goal Met |
| (81.3+92.6)/2= | 86.9% | Yes No |

Meeting all three (3) components' goals is **Highly Effective**
 Meeting two (2) components' goals is **Effective**
 Meeting one (1) component goal is **Minimally Effective**
 Meeting zero (0) component goals is **Ineffective**

Student Growth Rating _____ Effective _____

Overall Rating Calculation

| Domain | Average Rating | | Weighting | Total |
|-------------------------------|----------------|---|-----------|-------|
| Planning & Preparation | 4.0 | x | .20 | .80 |
| Classroom Environment | 4.0 | x | .20 | .80 |
| Instruction | 3.8 | x | .20 | .76 |
| Professional Responsibilities | 4.0 | x | .15 | .60 |
| Student Growth | 3.0 | x | .25 | .75 |
| | | | | 3.71 |
| Overall Total Rating | | | 100.0 | |

OVERALL RATING

3.71 Highly Effective *Average rating for all domains of between 3.5 and 4.0*

_____ Effective *Average rating for all domains of between 2.6 and 3.4*

_____ Minimally Effective *Average rating for all domains of between 1.5 and 2.5*

_____ Ineffective *Average rating for all domains of between 0.0 and 1.4*

Closing Comments:

I look forward to working with Mr. Torrento as he continues to develop professionally and refines his instructional skills. Please continue to work on development of best practice strategies and collaborate with staff.

Recommendations: (Identify any areas as ineffective and/or minimally effective. Indicate how these areas of concern will be addressed including recommendations. Be as specific as possible)

Evaluator's Signature: _____

Date: _____

*Teacher's Signature: _____

Date: _____

**The teacher's signature does not necessarily imply agreement with the contents of the evaluation. Signature only confirms that the teacher has met with the evaluator.*

**VAN DYKE PUBLIC SCHOOLS
WARREN, MICHIGAN
TEACHER PERFORMANCE REVIEW**

EMPLOYEE: Tom Torrento

BUILDING: LMS ASSIGNMENT/LEVEL: Band

DATES OF OBSERVATIONS: 12-8-14, 5-8-15

OBSERVED BY: Derek Lawson

STATUS: **Probationary:** No ☐ 1st year ☐ 2nd year ☒ 3rd year ☐ 4th year ☐ 5th year ☐

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|---|------------------|-----------------------------|----------------|--------------------------|
| 1. <u>Planning and Preparation</u> (Average: 3.7) | | | | |
| 1.1. Knowledge of content | | | X | |
| 1.2. Knowledge of Students | | | | X |
| 1.3. Instructional Goals | | | | X |
| 1.4. Knowledge of Resources | | | | X |
| 1.5. Coherent Instruction | | | | X |
| 1.6. Assessment | | | X | |

Comments:

Mr. Torrento displays very good content knowledge and continues to pursue opportunities to increase his knowledge. He has a great knowledge of his student's strengths and weaknesses and addresses each with the same passion. The agenda for the lesson's activity was visible for all to see. Instructional goals are assessed and communicated to students with regard to their progress toward these goals. Students were assessed individually or as a team during the course of each lesson. Mr. Torrento spent the time needed to address any issues that he was hearing from his students. These corrections were made very seamless to his instruction with very limited time lost. Student response to his redirection was prompt.

2. The Classroom Environment
(Average: 3.8)

| | | | | |
|---|--|--|---|---|
| 2.1. Creating an Environment of Respect & Rapport | | | | X |
| 2.2. Establishing a Culture for Learning | | | X | |
| 2.3. Managing Classroom Procedures | | | | X |
| 2.4. Managing Student Behavior | | | | X |
| 2.5. Organizing Physical Space | | | | X |

Comments:

There is high level of respect and caring between the students and Mr. Torrento. He has built an extremely strong rapport with his students and this is very evident when you enter his room. The musical activities and classroom environment communicated that learning is important and did reach a high level for learning/practice in his classroom. Classroom tasks were highly organized and the students were engaged in their practice. There was minimal loss of instructional time during class. Classroom routines are in place. Students enter, gather instruments, and warm-up without direction from Mr. Torrento until he warms the group up together. Students remained on task during non-instructional times. Mr. Torrento is aware of student behavior and his approach maximizes student learning. His students understand the standards of conduct in his room.

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|--|------------------|-----------------------------|----------------|--------------------------|
| 3. <u>Instruction</u> (Average: 3.4) | | | | |
| 3.1. Communicating with Students | | | | X |
| 3.2. Questions & Discussion Techniques | | | X | |
| 3.3. Engaging Students in Learning | | | | X |
| 3.4. Using Assessment in Instruction | | | X | |
| 3.5. Demonstrating Flexibility & Responsiveness | | | X | |

Comments:

Mr. Torrento was very clear with his directions and expectations for the lesson. He made sure all students understood his expectations before moving on to the next activity. Communication is an absolute strength of Mr. Torrento. He spends the time necessary giving appropriate feedback to his students, whether it be individual or as a whole group. He did not move on during the lesson until his students demonstrated that they were ready to move on, but also emphasized areas students needed to apply extra practice outside of class. Structure and pacing seem appropriate for his students. Bell to bell instruction took place during both observations.

| | | | | |
|--|--|--|---|---|
| 4. <u>Professional Responsibilities</u> (Average: 3.5) | | | | |
| 4.1. Reflecting on Teaching | | | X | |
| 4.2. Maintaining Accurate Records | | | | X |
| 4.3. Communicating with Families | | | | X |
| 4.4. Participating in a Professional Community | | | X | |
| 4.5. Growing and Developing Professionally | | | | X |
| 4.6. Showing Professionalism | | | X | |

Comments:

Mr. Torrento is present at meetings, professional learning activities and after school activities. He interacts with his colleagues in a professional and appropriate style. Student records are kept current and communicated with students and parents as needed. Student records are up to date in PowerSchool. Mr. Torrento is always willing to help our students who seek him out due to his strong rapport with them. He is extremely dedicated to Lincoln Middle School students and staff.

Student Growth

Measures must be predetermined in collaboration with building administrator and submitted to the Personnel Office by October 1st.

The elementary teacher will select a minimum of 2 measures: (If you are teaching both reading and math, you must select 1 reading and 1 math assessment).

The secondary teacher will select one assessment for each trimester/semester course taught.

| Class/Grade | Measurement | Assessment 1 (Reading) | | Assessment 2 (Math) | |
|---------------|--|---------------------------------|---|---------------------|-----------|
| | | Pre-Test | Post-Test | Pre-Test | Post-Test |
| | Bb Scale (6 th , 7 th , 8 th) | 52% | 74% | | |
| | Eb Scale (7 th , 8 th) | 70% | 89% | | |
| | Ab Scale (6 th , 7 th , 8 th) | 66% | 88% | | |
| | F Scale (8 th) | 55% | 81% | | |
| | Chromatic Scale (6 th , 7 th , 8 th) | 65% | 85% | | |
| | MSBOA Band Festival | Low 2 nd Division | High 2 nd Division +1/2 Division | | |
| | | | | | |
| | | | | | |
| Totals | | 61.6% | 83.4% +21.8% HE | | |

The following chart uses class averages, not number of students who improved. Please use the chart to determine the student growth rating.

| Class Average Pre-Test Score | 0-10% | 11-20% | 21-30% | 31-40% | 41-50% | 51-60% | 61%+ |
|---|----------|---------|---------|---------|---------|---------|---------|
| Class Average Post-Test Score Increase: | | | | | | | |
| Highly Effective (4) | +40-100% | +35-89% | +30-79% | +25-69% | +20-59% | +15-49% | +10-39% |
| Effective (3) | +35-39% | +30-34% | +25-29% | +20-24% | +15-19% | +10-14% | +5-9% |
| Minimally Effective (2) | +30-34% | +25-29% | +20-24% | +15-19% | +10-14% | +5-9% | +1-4% |
| Ineffective (1) | +0-29% | +0-24% | +0-19% | +0-14% | +0-9% | +0-4% | +0% |

Recommendations: (Identify any areas as ineffective and/or minimally effective. Indicate how these areas of concern will be addressed including recommendations. Be as specific as possible)

Evaluator's Signature: _____

Date: _____

*Teacher's Signature: _____

Date: _____

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Once the pre-test is given, a class average is determined. At the end of the semester, trimester, etc. the post-test is issued and a class average determined. The difference between the pre-test and the post-test will determine the teacher's rating.

Example: The teacher determines the pre-test class average to be 21%. The administrator notes the box on the top line that is marked 21-30%. This will be the column the administrator uses for the teacher student growth rating. The post-test class average is determined to be 53%. The difference between the pre-test and the post-test is 32% which when located in the column under the 21-30% column, places this teacher's class rating at Highly Effective.

The teacher's overall student growth rating would depend on what rating has the total majority from all of their classes. For example, if they teach 5 sections and 3 are Effective, 1 is Highly Effective and 1 is Minimally Effective, their rating is Effective.

Overall Rating Calculation

| Domain | Average Rating | | Weighting | Total |
|-------------------------------|----------------|---|-----------|-------|
| Planning & Preparation | 3.7 | x | .15 | .56 |
| Classroom Environment | 3.8 | x | .15 | .57 |
| Instruction | 3.4 | x | .15 | .51 |
| Professional Responsibilities | 3.5 | x | .15 | .53 |
| Student Growth | 4.0 | x | .40 | 1.6 |
| | | | | |
| Overall Total Rating | | | 100.0 | 3.77 |

OVERALL RATING

| | | |
|-------------------|---------------------|--|
| <u>3.8</u> | Highly Effective | <i>Average rating for all domains of between 3.5 and 4.0</i> |
| <u> </u> | Effective | <i>Average rating for all domains of between 2.6 and 3.4</i> |
| <u> </u> | Minimally Effective | <i>Average rating for all domains of between 1.5 and 2.5</i> |
| <u> </u> | Ineffective | <i>Average rating for all domains of between 0.0 and 1.4</i> |

Closing Comments:

I look forward to working with Mr. Torrento as he continues to develop professionally and refines his instructional skills. Please continue to work on development of best practice strategies and collaborating with staff.

**VAN DYKE PUBLIC SCHOOLS
WARREN, MICHIGAN
TEACHER PERFORMANCE REVIEW**

YEAR #2-EOY
SCORE - 4

EMPLOYEE: Tom Torrento

BUILDING: Lincoln Middle School ASSIGNMENT/LEVEL: Teacher / Band & Choir

DATES OF OBSERVATIONS: Formal Observations: 11/21/13 & 4/29/14 Concerts: 5/ 13, 21 /14

OBSERVED BY: Michael Wiltse

STATUS: **Probationary:** Yes 1st year ____ 2nd year X 3rd year ____ 4th year ____ 5th year ____

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|---|------------------|-----------------------------|----------------|--------------------------|
| 1. <u>Planning and Preparation</u> (Average: 4.0) | | | | |
| 1.1. Knowledge of content | _____ | _____ | _____ | _____X |
| 1.2. Knowledge of Students | _____ | _____ | _____ | _____X |
| 1.3. Knowledge of Resources | _____ | _____ | _____ | _____XX |
| 1.4. Instructional Goals | _____ | _____ | _____ | _____X |
| 1.5. Coherent Instruction | _____ | _____ | _____ | _____X |
| 1.6. Assessment | _____ | _____ | _____ | _____X |

Comments:

Fantastic with technology, BBC presented on smartboard, Bell-to-Bell teaching, consistently looking beyond classroom to improve the program, works with his students beyond the classroom, contacts the student home often, consistently has vision for program both short and long-term,

2. The Classroom Environment
(Average: 4.0)

| | | | | |
|---|-------|-------|-------|--------|
| 2.1. Creating an Environment of Respect & Rapport | _____ | _____ | _____ | _____X |
| 2.2. Establishing a Culture for Learning | _____ | _____ | _____ | _____X |
| 2.3. Engaging a Culture for Learning | _____ | _____ | _____ | _____X |
| 2.4. Managing Instructional Time | _____ | _____ | _____ | _____X |
| 2.5. Managing Student Behavior | _____ | _____ | _____ | _____X |

Comments:

Band Leaders; established new award this year; high expectations always prevalent; high engagement, great rapport with the students, uses humor often, cares deeply for his students, students enter class and begin warming up, purposeful movement from students-on task, strong transitions, well organized boards with schedules and purpose,

| | Ineffective 1 | Minimally Effective 2 | Effective 3 | Highly Effective 4 |
|---|------------------|-----------------------------|----------------|--------------------------|
| 3. <u>Instruction</u> (Average: 4.0) | | | | |
| 3.1. Communicating Expectations, Directions & Procedures | _____ | _____ | _____ | X |
| 3.2. Using Questions & Discussion Techniques | _____ | _____ | _____ | X |
| 3.3. Utilizing Structure & Pacing | _____ | _____ | _____ | X |
| 3.4. Providing Feedback to Students | _____ | _____ | _____ | X |
| 3.5. Monitoring, Adjusting and Assessing | _____ | _____ | _____ | X |

Comments:

Promotes high expectations consistently, has students assume ownership of their own learning, always immediate feedback and uses technology to promote individual feedback as well, invites higher DOK questions, revised test for higher DOK and presented to staff, matching students strengths to areas of responsibilities, implementing increasingly more difficult pieces of music for them to perform, consistently pushing students to perform at a higher level, repeatedly stops sectionals or entire band to rehearse a measure or more, works with the sectional groups often, pacing is effective

| | | | | |
|--|-------|-------|-------|----|
| 4. <u>Professional Responsibilities</u> (Average: 4.0) | | | | |
| 4.1. Reflecting on Instruction | _____ | _____ | _____ | X |
| 4.2. Maintaining Accurate Records | _____ | _____ | _____ | X |
| 4.3. Communicating Student Progress | _____ | _____ | _____ | X |
| 4.4. Interacting with Colleagues | _____ | _____ | _____ | XX |
| 4.5. Participating in School & District Projects | _____ | _____ | _____ | X |
| 4.6. Developing Professionally | _____ | _____ | _____ | X |

Comments:

Multiple grants to benefit music library or instrument inventory/repair, DSO with Sydney and Jazmine, Tom was phenomenal with Adam's development and demonstrating teamwork (Student Teacher from HS), MSBOA Festivals and Ratings of 2, revised test for higher DOK and presented to staff, made presentations to staff on portfolio, routinely working with students beyond the classroom, brings students down to his room during ELT for Music Appreciation, routinely assists principal with technology or other matters, Band and Choir performed for 5th Grade Orientation, Tom also wrote the curriculum for his 6th, 7th, and 8th grade bands this year as well.

5. Student Growth (Attach appropriate documentation)

In collaboration with the principal, the teacher will select a minimum of 2 measures:

(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)

| Measurement | Beginning Average | Final Average | (+/-+) |
|---|---|--------------------------|--------------|
| MSBOA Band Festival | 3 rd /4 th Division | 2 nd Division | + 1 Division |
| Bb Scale (6 th , 7 th , 8 th) | 44% | 74% | +30% |
| Eb Scale (7 th , 8 th) | 49% | 85% | +36% |
| Ab Scale (6 th , 7 th , 8 th) | 47% | 87% | +40% |
| F Scale (8 th) | 49% | 88% | +39% |

Rating (Percentage of students showing growth)

Lacking Proficiency
(0-25% of students showing growth)

Gaining Proficiency
(26-50% of students showing growth)

Meeting Proficiency
(51-79% of students showing growth)

X Exceeding Proficiency
(80-100% of students showing growth)

OVERALL RATING

4.0 Exceeding Proficiency Average rating for all domains of between 3.5 and 4.0

Meeting Proficiency Average rating for all domains of between 2.6 and 3.4

Gaining Proficiency Average rating for all domains of between 1.5 and 2.5

Lacking Proficiency Average rating for all domains of between 0.0 and 1.4

Evaluator's Signature: [Signature]

Date: 5-28-14

Teacher's Signature: [Signature]

Date: 5/28/14

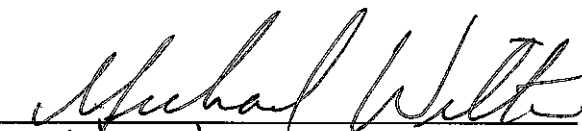
*The teacher's signature does not necessarily imply agreement with the contents of the evaluation. Signature only confirms that the teacher has met with the evaluator.

Closing Comments:

Mere words cannot express the impact that Tom has on our school, let alone the music program. Tom is here early every morning and uses every minute of his day to improve himself, his program, or LMS. He has a tremendous amount of energy and he accomplishes a great deal in one day. His concerts are a reflection of all the hard work he puts in – the concerts are wonderful and the growth his students demonstrate from Fall to Spring is inspiring and incredibly noticeable. His 6th grade band sounds remarkably improved from the beginning of the year and his other bands show demonstrable growth as well. Tom has sought out grants and other means to improve his department. Two of his students have performed with the DSO this year. His bands earned higher ratings this year from MSBOA. Tom meets regularly with his students on his prep or in class to support the growth of our/his students (discipline issues or conflict). Tom worked with Adam Snieszak, a student teacher from the HS, and they forged a tremendous team that the students appreciated. He also created a budget proposal and a Cirlox bound booklet for his students to use for improvement exercises. Tom is a tremendous asset to LMS in many ways and he is richly deserving of this superior rating for his talents.

Recommendations: *(Identify any areas as ineffective and/or minimally effective. Indicate how these areas of concern will be addressed including recommendations. Be as specific as possible)*

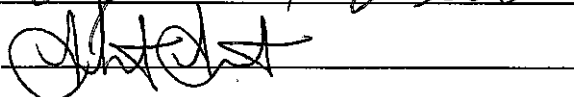
Evaluator's Signature: _____



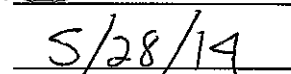
Date: _____



*Teacher's Signature: _____



Date: _____



**The teacher's signature does not necessarily imply agreement with the contents of the evaluation. Signature only confirms that the teacher has met with the evaluator.*

**VAN DYKE PUBLIC SCHOOLS
WARREN, MICHIGAN
TEACHER PERFORMANCE REVIEW**

EMPLOYEE: Tom Torrento

BUILDING: LMS ASSIGNMENT/LEVEL: Band/Choir

DATES OF OBSERVATIONS: October 31, 2012 , December 3, 2012 , March 1, 2013

OBSERVED BY: Carol Anthony

STATUS: Probationary: No ___ 1st year X 2nd year ___ 3rd year ___ 4th year ___ 5th year ___

| | Lacking Proficiency 1 | Gaining Proficiency 2 | Meeting Proficiency 3 | Exceeding Proficiency 4 |
|---|-----------------------------|-----------------------------|-----------------------------|-------------------------------|
| 1. <u>Planning and Preparation</u> (Average: 3.3) | | | | |
| 1.1. Knowledge of content | | | X | |
| 1.2. Knowledge of Students | | | | X |
| 1.3. Knowledge of Resources | | | | X |
| 1.4. Instructional Goals | | | X | |
| 1.5. Coherent Instruction | | | X | |
| 1.6. Assessment | | | X | |

Comments:

Tom is very knowledgeable of the content that should be included in a Middle School music program and has been working to build the program from the ground up. He is building this program with the foundational and differentiated foundational activities and assessments that are necessary for the progression of learning. As this program continues to develop instructional goals will be clarified, along with viable methods of assessing those goals. Tom's knowledge of resources are exceptional and have been instrumental in his ability to build a sound program so quickly.

2. The Classroom Environment

(Average: 3.2)

2.1. Creating an Environment of Respect & Rapport

2.2. Establishing a Culture for Learning

2.3. Engaging a Culture for Learning

2.4. Managing Instructional Time

2.5. Managing Student Behavior

| | | | | |
|--|--|---|--|---|
| | | | | X |
| | | X | | |
| | | X | | |
| | | X | | |
| | | X | | |

Comments:

Tom has worked to build respect, rapport and a culture for learning swiftly in his first year at Lincoln Middle School. His care and dedication to the students and the program is evident in his conversations with students and his high expectations for the learning. Throughout the year he has developed norms and classroom practices that assist in monitoring student behavior and making the most of instructional time.

| | Lacking Proficiency 1 | Gaining Proficiency 2 | Meeting Proficiency 3 | Exceeding Proficiency 4 |
|---|-----------------------------|-----------------------------|-----------------------------|-------------------------------|
| 3. <u>Instruction</u> (Average: 3.4) | | | | |
| 3.1. Communicating Expectations, Directions & Procedures | | | | X |
| 3.2. Using Questions & Discussion Techniques | | | X | |
| 3.3. Utilizing Structure & Pacing | | | X | |
| 3.4. Providing Feedback to Students | | | | X |
| 3.5. Monitoring, Adjusting and Assessing | | | X | |

Comments:

Tom has been working to ensure that students are receiving clear, structured and detailed directions during instruction. Since we first met he has focused on improving the timeliness of his feedback and has shown great gains. Tom has also worked on his questioning and assessment techniques in which to better monitor and adjust instruction. Throughout the year he has also grown in his communication and feedback with students.

| | | | | |
|--|--|--|---|---|
| 4. <u>Professional Responsibilities</u> (Average: 3.7) | | | | |
| 4.1. Reflecting on Instruction | | | | X |
| 4.2. Maintaining Accurate Records | | | X | |
| 4.3. Communicating Student Progress | | | X | |
| 4.4. Interacting with Colleagues | | | | X |
| 4.5. Participating in School & District Projects | | | | X |
| 4.6. Developing Professionally | | | | X |

Comments:

Tom is proving to be a great asset to Lincoln Middle School. He actively reflects on his instruction daily and seeks out professional development opportunities, peers, coaches and administration to assist in his growth process. He works to increase his parent communication and keeps accurate records. Tom has quickly integrated himself as a valuable asset to the other staff he works with and is always willing to participate in and take the lead on Lincoln Middle School projects. Additionally, Tom has recently been accepted to a graduate program in Oregon where he will be developing his skills over the summer.

5. Student Growth (Attach appropriate documentation)

In collaboration with the principal, the teacher will select a minimum of 2 measures:

(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)

| Measurement | Beginning Average | Final Average |
|--|-------------------|---------------|
| MLPP/DRA | | |
| Common Assessment | | |
| Standardized Test | | |
| Student Performance Project/Product | | |
| Special Education | | |
| NWEA | | |
| Scale Works Assessment | 16% | 80% |
| Scale Tests Assessments (E, F, F#, G) | 67% | 82% |
| (see attachment for individual growth) | | |
| Math: | | |

Rating (Percentage of students showing growth)

| | | | |
|------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|
| (1) | (2) | (3) | (4) |
| Lacking Proficiency | Gaining Proficiency | Meeting Proficiency | Exceeding Proficiency |
| (0-25% of students showing growth) | (26-50% of students showing growth) | (51-79% of students showing growth) | (80-100% of students showing growth) |

OVERALL RATING

| | | |
|------------|-----------------------|---|
| _____ | Exceeding Proficiency | Average rating for all domains of between 3.5 and 4.0 |
| <u>3.4</u> | Meeting Proficiency | Average rating for all domains of between 2.6 and 3.4 |
| _____ | Gaining Proficiency | Average rating for all domains of between 1.5 and 2.5 |
| _____ | Lacking Proficiency | Average rating for all domains of between 0.0 and 1.4 |

Closing Comments:

We are very proud to have Tom on our staff. In the short time he has been here he has demonstrated an initiative to make the Lincoln Middle School program the Champion program we know it can be. He has found sponsors to bring several thousand dollars' worth of instruments, supplies and materials to the program that were sorely needed. His dedication and leadership is evident and we look forward to working with him as he becomes a Champion teacher.

Recommendations: (Identify any areas as lacking and/or gaining proficiency. Indicate how these areas of concern will be addressed including recommendations. Be as specific as possible)

Evaluator's Signature: _____

Date: 5/13/13

*Teacher's Signature: _____

Date: 5/13/13

*The teacher's signature does not necessarily imply agreement with the contents of the evaluation. Signature only confirms that the teacher has met with the evaluator.



Teacher Evaluation – Evidence

For

Tom Torrento

DOMAIN #1 – Planning and Preparation

1.1 Knowledge of Content

Through studying several books and journals I am continuing to gain proficiency in this area more every day. I attended the Michigan Music Conference in January to continue to build upon this knowledge base. I also consult and receive assistance from many other Directors within the area. I have enrolled in Graduate School this summer to begin to further my education within my area of content.

1.2 Knowledge of Students

I have gotten to know the students more and more as the semester has progressed. I now have built my lessons around strengths and weaknesses. Going into festival performance I am confident that my knowledge of the students has allowed me to pick music that is both challenging and interesting to the. Formative assessments have allowed me to better plan for obstacles I have encountered.

1.3 Knowledge of Resources

I have purchased several books and continue to utilize them to solve problems I encounter and to continually assess and reassess what I am doing every day in the classroom. I also have many Music Mentors that I spend hours on the phone with discussing strategies to better achieve my daily, weekly, and semester goals. Regarding non-musical issues, I continue to work alongside my colleagues and ask questions to gain more understanding of the students within our building.

1.4 Instructional Goals

This was a major area of focus for the second half of the school year. I have always had clear goals in mind, however sometimes they were difficult to put on paper due to the nature of my classroom and how it operates. Throughout the second half of the year my goals became more refined and the process of teaching them effectively has come to fruition. The students are rising up to the challenges and achieving new levels of success every day. Through self evaluation and reflection, I continue to adjust and re-plan following days lesson topics due to prior day successes and failures. I am adapting to make the most of the lessons at hand.

1.5 Coherent Instruction

I feel very confident that the content I am teaching is structured in a coherent and organized fashion. I am utilizing differentiated instruction on the fly now with greater ease and accommodating my students needs without disrupting the overall flow of the class.

1.6 Assessment

I have several assessments in place. I have utilized a Scaleworks sheet to build Key Signature knowledge. I also have used scale tests. I have established rubrics for these tests as well as music checks. All are included in my Assessment Binder. My larger focus this semester was actual music tests combined with the already existing scale tests. This was very important for festival preparation.

DOMAIN #4 – Professional Responsibilities

4.1 Reflecting on Instruction

This area I achieve through taking music home nightly and through recording rehearsals. I have utilized both video and audio recordings for rehearsals. This allows me to see and hear things differently than I had earlier from the podium. Through this process I am better equipped to address issues on the fly and modify lesson plans accordingly for the following day. This also helps me to differentiate instruction for some students and provide additional assignments or altered assignments for their individual development and growth. This was the most important step going into the festival performance and attributed to the students success.

4.2 Maintaining Accurate Records

I am continuing to refine this and gain more ground. I am currently on track to have a fully functional library and instrument inventory database by the end of the year. Through multiple grants I have built a new library and purchased organizing boxes to hold the music. Inventory cards were purchased to accurately maintain instrument lists. Closing out this year properly will allow a much easier start to next year.

4.3 Communicating Student Progress

My call log is stationed in my office and updated accordingly. While I still feel this is an area I could improve upon, I am certainly doing better with this than I was at the middle of the school year. I have sent multiple letters home to students letting parents know that they are doing a great job. As a result I have received multiple calls and thank you letters in return letting me know how much they appreciate the work I am putting in to making their students/children get the most out of my classes.

4.4 Interacting With Colleagues

I love the people I work with. I frequently visit other classrooms to say hello and ask advice of veteran staff members. I value the assistance and family atmosphere that this building has fostered within its walls. I rely on other teachers to provide assistance when I need it and hope they allow me to do the same for them. I attended the staff holiday party to hang out with many of my new professional friends outside of work to genuinely get to know them better on a personal level. My goal was by the end of the half year point to recognize everyone by first name and to know their content area. I am there! I provide assistance to other teachers with behavior problems and go out of my way to look in on classrooms when I am aware that substitute teachers are present. I honestly feel that everyone knows at this point that I am open, ready, and willing to help out in any area of the school and my colleagues classrooms.

4.5 Participating in School & District Projects

While here I have created many in house projects for myself within my programs walls. I have applied for and one two grants, one in district and one out of district totaling \$1250. Through monthly PD and staff meetings I feel I have been involved with many different projects. This will be a focus point for the following year. I have spent this year refining my internal program duwe to the state it was in upon my arrival. I look forward to flexing my muscle outside of my four walls in order to make a positive impact on the greater population of the school.

4.6 Developing Professionally

I attended the Michigan Music Conference in January to professionally develop in my content area. I have worked with Mary Mathews regarding CCR as it is new to me and I have reacted to feedback and incorporated more writing into my classes to fulfill the CCSS ELA standards. I have taken on many mentors to constantly challenge myself in new and exciting ways. My growth will directly affect my student's growth. I have committed to being a life long learner through my acceptance into Grad School beginning this summer and hopefully that will rub off on my students.

Teacher Signature: _____

Administrator Signature: _____

Date: 3/6/13