

Teacher:  
Site:  
Grade/Subject

Somerset County Public Schools

Alternative Evaluation  
Year: \_\_\_\_\_

TEAM ACTION RESEARCH						
AREAS FOR ASSESSMENT		My Assessment of			My Colleague's Response	Comments/Notes
		Superior	Adequate	Not Addressed		
<b>PLANNING AND PREPARATION</b>						
<b>1. Knowledge of Teaching</b>	Our action research experience drew upon and expanded our collective knowledge of teaching .					
<b>2. Knowledge of Content</b>	Our action research experience drew upon and expanded our collective knowledge of content .					
<b>3. Knowledge of Taught Age Group</b>	Our action research experience took into account the developmental needs of the age group which we teach.					
<b>4. Knowledge of Students as Individuals</b>	Our action research experience led us to better understand the needs, interests, strengths, and sensitivities of our students as individuals.					
<b>5. Knowledge of Setting Goals</b>	We set specific short term and long term goals for our action research experience.					
<b>6. Knowledge of Goals that Address Various Learning Needs of Students</b>	Our action research experience allowed us to differentiate our work with students.					
<b>7. Knowledge of MVSC or Other Applicable Standard</b>	Our action research experience enabled us to better teach the MVSC or applicable standard.					
<b>8. Knowledge of Traditional Resources</b>	Our action research experience enhanced our application of traditional resources.					
<b>9. Knowledge of Technology Resources</b>	Our action research experience enabled us to effectively use technology in new ways.					
<b>10. Knowledge of Effective Lesson Design</b>	The design of our action research project shows our knowledge of the topic.					
<b>11. Knowledge of Effective Lesson Implementation</b>	The design of our action research project shows our knowledge of implementation.					
<b>12. Knowledge of Assessing Student Learning and Applying it to Instruction</b>	The design of my action research project shows my knowledge of student assessment and student learning					

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<b>CLASSROOM ENVIRONMENT</b>						
<b>1. Evidence of healthy student interaction between teacher and students</b>	Our action research project supported or examined developing or sustaining a healthy classroom environment.					
<b>2. Evidence of healthy interaction among students</b>	Our action research project supported or examined developing or sustaining healthy interactions among students.					
<b>3. Evidence of high student expectations</b>	Our action research project supported or examined developing or sustaining high student expectations					
<b>4. Evidence of student pride in work</b>	Our action research project supported or examined developing or sustaining student pride in one's work					
<b>5. Evidence of multiple student groups in single classrooms</b>	Our action research project supported or examined the impact of multiple group instruction					
<b>6. Evidence of well managed behavior of students</b>	Our action research project supported or examined strategies for managing student behavior					
<b>7. Evidence of oral and written communication fluency</b>	Our action research project summary and presentations to others demonstrates my fluency in written and oral communication.					
<b>INSTRUCTION</b>						
<b>1. Evidence of Higher Level Questioning</b>	Our action research project plan includes the critical questions that I posed of myself and my project.					
<b>2. Evidence of active student engagement in discussion</b>	Our action research project supported or examined strategies for managing student engagement					
<b>3. Evidence of well articulated plans carried out or adjusted as needed</b>	We followed the plan for our action research.					
<b>4. Evidence of academic feedback provided regularly</b>	Our action research project examined the impact of regular academic feedback.					
<b>5. Evidence of teacher persistence to meet each students' needs</b>	Our action research project will help me and maybe others to better meet students' needs and is worth the continual effort.					

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<b>PROFESSIONAL RESPONSIBILITIES</b>						
<b>1. Evidence of Reflection of Effectiveness</b>	We collected and analyzed our material and/or data from our action research and thought about how it had and could impact our work.					
<b>2. Evidence of engaging families in students' program and progress</b>	Our action research project has relevance for the role of families in their child's educational program and progress.					
<b>3. Evidence of interaction with colleagues</b>	Our action research project led us to have discussions with colleagues about our work.					
<b>4. Evidence of engagement in professional development</b>	We can improve our effectiveness as a teacher as a result of our action research experience.					
<b>5. Evidence of pride in profession and SCPS</b>	Our action research led us a greater appreciation of our profession and SCPS.					

	<b>Names of Other Participants</b>	<b>Signature of Teacher:</b>	
		<b>1st Semester Date</b>	
		<b>Signature of Teacher:</b>	
		<b>2nd Semester Date</b>	

<b>Signature of Principal or Supervisor</b>	<b>Date</b>
<b>REMARKS</b>	