

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

| INSTRUCTION | Advanced | Proficient | Working Towards | Needs Improvement |
|--|--|---|--|---|
| <p>Establishing Learning Expectations and Student Engagement</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Serves as a model in establishing, demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. Has developed a classroom culture where 95-100% of the scholars are engaged in the learning activity, as demonstrated by their attentiveness and participation. | <ul style="list-style-type: none"> Establishes, communicates, and demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. Has developed a classroom culture where 90% of the scholars are engaged in the learning activity. | <ul style="list-style-type: none"> Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work, and inconsistently uses Right is Right, No Opt Out, and Cold Call, or uses them at inappropriate times. Has developed a classroom culture where 80% of the scholars are engaged in the learning activity. | <ul style="list-style-type: none"> Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work and does not use Right is Right, No Opt Out, or Cold Call to establish expectations. Less than 80% of scholars are engaged in the learning activity. |
| <p>Use of Instructional Strategies</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging. Always ensures student learning through modeling, guided practice, and independent practice. Actively seeks and implements new instructional strategies. | <ul style="list-style-type: none"> Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. Consistently ensures student learning through modeling, guided practice, and independent practice. Seeks and implements new instructional strategies. | <ul style="list-style-type: none"> Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. Inconsistently uses modeling, guided practice, and independent practice. | <ul style="list-style-type: none"> May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for scholars. Does not use modeling, guided practice, and independent practice with any regularity. |
| <p>Reaching the Range of Learners in a Classroom</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Has established a consistent system of classroom procedures and assignments to reach a range of learners. These assignments are attainable to scholars with difficulties in the subject area and challenging to scholars who excel in the subject area. Constantly reflects on student learning to seek new ways to support scholars on both ends of the learning spectrum. | <ul style="list-style-type: none"> Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the subject and those who excel in the subject area. Reflects on student learning to support scholars who have difficulties in the subject area. | <ul style="list-style-type: none"> Occasionally has individual assignments geared towards scholars with difficulties in the subject area and towards scholars who excel in the subject area, but most of the time, the teacher targets the average learner in the classroom. Rarely reflects on student learning and sometimes supports scholars on either end of the learning spectrum. | <ul style="list-style-type: none"> Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom. Does not reflect on student learning and does not support scholars on either end of the learning spectrum. |

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| INSTRUCTION | Advanced | Proficient | Working Towards | Needs Improvement |
|--|--|--|---|--|
| <p>Pace of Instruction</p> <p>Score = _____</p> | <ul style="list-style-type: none"> • Pace of instruction is always highly efficient, engaging, and urgent. • Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is considered sacred and is used in a highly efficient manner. | <ul style="list-style-type: none"> • Pace of instruction is usually efficient, engaging, and urgent. • Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is clearly for teaching and learning. | <ul style="list-style-type: none"> • Pace of instruction is inconsistently efficient, engaging, or urgent. • Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. • Most classroom time is for teaching and learning, but some time is lost in casual behavior. | <ul style="list-style-type: none"> • Pace of instruction is not efficient, engaging, or urgent. • Does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. • Classroom time is not always for teaching and learning. Explanation: |
| <p>Classroom Environment</p> <p>Score = _____</p> | <ul style="list-style-type: none"> • Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Blackboard Configuration. • Quality and updated student work is posted inside/ The classroom is well organized, neat and free of clutter. Classroom Binders are consistently well maintained. | <ul style="list-style-type: none"> • Creates and regularly updates bulletin board boards and visual displays to support student learning, including the Blackboard Configuration. • The classroom is organized and free of clutter. | <ul style="list-style-type: none"> • Has bulletin boards and visual displays that may be out of date or simply decorative, but the Blackboard Configuration is present. • The classroom is somewhat disorganized or cluttered. | <ul style="list-style-type: none"> • Does not use bulletin boards and visual displays to support student learning, and/or the Blackboard Configuration is inadequate. • The classroom is disorganized and/or cluttered. • Not a positive learning environment |

COMMENTS ON INSTRUCTION:

Strengths:

Areas for Growth and Action Plans:

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

| ASSESSMENT | Advanced | Proficient | Working Towards | Needs Improvement |
|--|--|---|---|---|
| <p>Classroom Assessments</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Classroom assessments are models for measuring student learning. Classroom assessments cover all skill and content material as outlined in the curriculum. Classroom assessments are aligned with classroom activities and school assessments. Assessments are given at least every other week. | <ul style="list-style-type: none"> <i>Classroom assessments cover all skill and content material as outlined in the curriculum.</i> <i>Classroom assessments are aligned with classroom activities and school assessments.</i> <i>Assessments are given with enough frequency to monitor student learning.</i> | <ul style="list-style-type: none"> Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum. Classroom assessments may be inconsistently aligned with classroom activities and school assessments. Classroom assessments are given infrequently. | <ul style="list-style-type: none"> Classroom assessments are not closely linked to the skill and content material as outlined in the curriculum and/or Classroom assessments are not aligned with classroom activities and school assessments. |
| <p>Checking for Understanding and Responsiveness to Daily Student Learning</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. Frequently and consistently uses higher order thinking questions to push student thinking Always uses real-time data to adjust instruction. Unrelentingly focuses on student mastery of specific objectives | <ul style="list-style-type: none"> Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. Often uses higher order thinking questions to push student thinking Usually uses real-time data to adjust instruction. Usually focuses on student mastery of specific objectives | <ul style="list-style-type: none"> Occasionally uses a few checking for understanding techniques to monitor student learning. Sometimes, but not consistently, uses higher order thinking questions to push student thinking Sometimes uses real-time data to adjust instruction. Inconsistently focuses on student mastery of objectives | <ul style="list-style-type: none"> Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. Does not use higher order thinking questions to push student thinking Does not use real-time data to adjust instruction. Does not focus on student mastery of objectives |
| <p>Ability to Analyze Assessment Results</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. Thoroughly plans with detail to address learning needs. Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. | <ul style="list-style-type: none"> Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. Thoroughly plans to address learning needs post-assessment. Implements that plan as written and ensures that re-teaching a spiraling happens. | <ul style="list-style-type: none"> Does not thoroughly analyze assessment results to understand student progress and learning needs. Only puts in minimal effort in developing plans to address learning needs post assessment. Lacks detail and thoughtful analysis Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen. | <ul style="list-style-type: none"> Little evidence that teacher uses assessment results to understand student progress and learning needs. Does not plan to address learning needs post-assessment, or the plan is inadequate. Does not follow through on plan. |

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

| ASSESSMENT | Advanced | Proficient | Working Towards | Needs Improvement |
|--|---|--|---|--|
| <p>Appropriateness of Response to Assessment Results</p> <p>Score = _____</p> | <ul style="list-style-type: none"> • Provides fair, accurate, and constructive feedback to scholars on their progress, especially after a major assessment. • Graded work is returned quickly. • Always takes full responsibility for student failure and constantly works to respond to the scholars' learning needs. • Uses tutoring strategically to address student learning needs. | <ul style="list-style-type: none"> • Usually provides fair, accurate, and constructive feedback to scholars on their progress, especially after a major assessment. • Graded work is returned within a reasonable amount of time. • Takes full responsibility for student failure and works to respond to the scholars' learning needs. • Uses tutoring as a way to address needs. | <ul style="list-style-type: none"> • Inconsistently provides fair, accurate, and/or constructive feedback to scholars on their progress. • Graded work is returned too late. • Does not always take full responsibility for student failure, allowing large numbers of scholars to fail. • Does not use tutoring strategically. | <ul style="list-style-type: none"> • Does not provide timely, fair, accurate, and constructive feedback to scholars on their progress. • Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. • Does not always take full responsibility for student failure, allowing large numbers of scholars to fail and/or lowering expectations to let student pass too easily. Blames scholars for failure |

COMMENTS ON ADAPTING INSTRUCTION AND ASSESSMENT:

Strengths:

Areas for Growth and Action Plans:

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

| CURRICULUM | Advanced | Proficient | Working Towards/Fair | Needs Improvement |
|---|---|--|---|---|
| <p>Lesson Design</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Lessons are clearly aligned with the objectives that are outlined in the unit plans. All mastery objectives are student-centered, measurable, attainable, and challenging. Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. Goals and objectives are always being satisfied through the lesson's activities. All activities and objectives are well-aligned | <ul style="list-style-type: none"> Lessons are aligned with the content and skill objectives that are outlined in the unit plans. Most mastery objectives meet all of the following criteria: student-centered, measurable, attainable, and challenging. Lessons are detailed, with some scripted questions, and interspersed checking for understanding. Goals and objectives are frequently being satisfied through the lesson's activities. Activities and objectives are well-aligned | <ul style="list-style-type: none"> Lessons are inconsistently aligned with the content and skill objectives that are outlined in the unit plans. Mastery objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging. Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding. Goals and objectives are inconsistently being satisfied through the lesson's activities. Activities are not always aligned with objectives | <ul style="list-style-type: none"> Lessons are regularly not aligned with the content and skill objectives that are outlined in the unit plans. Mastery objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging. Lessons are superficial and incomplete. Goals and objectives are not being satisfied through the lesson's activities. Activities and objectives are not aligned |
| <p>Lesson Materials</p> <p>Score = _____</p> | <ul style="list-style-type: none"> All student materials are always rigorous, attractive, error-free, and conducive to high-quality work. | <ul style="list-style-type: none"> Most student materials are rigorous, attractive, error-free, and conducive to high-quality work. | <ul style="list-style-type: none"> Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work. | <ul style="list-style-type: none"> Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error-free, and conducive to high-quality work. |
| <p>Modification of Material for Students with Special Needs</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Always makes necessary curriculum modifications for scholars with special needs, communicating frequently with the learning specialist. Assumes full responsibility for student achievement and seeks innovative ways to support them. | <ul style="list-style-type: none"> Usually makes necessary curriculum modifications for scholars with special needs, communicating regularly with the learning specialist(s). Assumes full responsibility for supporting these scholars. | <ul style="list-style-type: none"> Inconsistently makes curriculum modifications for scholars with special needs and inconsistently communicates with the learning specialist(s). Does not always assume full responsibility for supporting these scholars. | <ul style="list-style-type: none"> Does not make necessary curriculum modifications for scholars with special needs and/or does not communicate with the learning specialist(s). Fails to assume full responsibility for supporting these scholars. |

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

COMMENTS ON CLASSROOM MANAGEMENT:

Strengths:

Areas for Growth and Action Plans:

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

| CLASSROOM MANAGEMENT | Advanced | Proficient | Working Towards | Needs Improvement |
|--|--|---|--|--|
| <p>Classroom Tone: Strong Voice and Positive Framing</p> <p>Score = _____</p> | <ul style="list-style-type: none"> The tone of classroom is always efficient, respectful and positive. Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the scholars | <ul style="list-style-type: none"> The general tone of the classroom is efficient, respectful and positive. Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. Often builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. | <ul style="list-style-type: none"> The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. Sometimes narrates negative student behaviors OR inconsistently uses praise, challenge or aspiration to motivate scholars. Rarely builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. | <ul style="list-style-type: none"> The general tone of classroom is inefficient and/or negative. Does not use positive framing, and does not work to motivate scholars. Does not use economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. |
| <p>Alignment with School Culture</p> <p>Score = _____</p> | <ul style="list-style-type: none"> School rules and values are clearly enforced and emphasized. Implements a multitude of management strategies so well that the class appears to have few if any management problems. | <ul style="list-style-type: none"> School rules and values are mostly enforced and emphasized. Implements several management strategies well so that the class has minimal management problems. | <ul style="list-style-type: none"> School rules and values are enforced but with mixed effectiveness. Implements management strategies but with mixed effectiveness. Implements management strategies but with mixed effectiveness. Student behaviors can distract learning. | <ul style="list-style-type: none"> Does not enforce or emphasize school rules and values. Management strategies are generally not employed or employed ineffectively. |
| <p>Classroom Procedures and What To Do</p> <p>Score = _____</p> | <ul style="list-style-type: none"> There is always a prompt start, smooth finish to class. The classroom runs like clockwork, and students seem routinized to all procedures. Hallway transitions are a model of silent efficiency (K-8 only). Gives What To Do directions that are specific, concrete, sequential, and observable. Always narrates compliance instead of narrating what not to do. | <ul style="list-style-type: none"> There is usually a prompt start, a smooth finish to class. The classroom runs efficiently, and students seem routinized to all procedures. Hallway transitions are smooth, silent and efficient (K-8 only). Gives What To Do directions that are specific, concrete, sequential, and observable, but sometimes the directions needs to be rephrased. Usually narrates compliance instead of narrating what not to do. | <ul style="list-style-type: none"> The class may not have a prompt start or a smooth finish. Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. Hallway transitions are not consistently silent and efficient (K-8 only). Sometimes gives directions that are not specific, concrete, sequential and/or observable. Sometimes narrates what not to do. | <ul style="list-style-type: none"> The classroom does not have a prompt start or a smooth finish. There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. Hallway transitions are inefficient and/or noisy (K-8 only). Gives directions that are vague and difficult to follow/understand. Often narrates what not to do. |

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| CLASSROOM MANAGEMENT | Advanced | Proficient | Working Towards | Needs Improvement |
|---|---|---|--|---|
| <p>Level of On Task Behavior and 100%</p> <p>Score = _____</p> | <ul style="list-style-type: none"> In a lesson, all scholars are on task at all times, and there are no side conversations. The teacher always notices and addresses off-task behavior. If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction. | <ul style="list-style-type: none"> In a lesson, nearly all scholars are on task at all times, and there are few, if any side conversations. The teacher usually notices and addresses off-task behavior. If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. | <ul style="list-style-type: none"> In a lesson, 80% of scholars are consistently on task. The teacher does not always notice AND/OR address off-task behavior The teacher does not consistently use the least invasive form of intervention. | <ul style="list-style-type: none"> In a lesson, fewer than 80% of scholars are on task. The teacher usually does not notice off-task behavior AND/OR address off task behavior. The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class. |
| <p>Dealing with Challenging Situations and scholars</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Always deals appropriately with challenging situations and scholars without derailing the learning process. Deftly applies elements of strong voice to address challenges. Does not ever engage in student excuses/distractions during correction of student misbehavior. scholars nearly always respond to correction respectfully and with compliance. Always knows when and how to diffuse situations with scholars and/or when to involve school leaders. | <ul style="list-style-type: none"> Normally deals in an appropriate way with challenging situations and scholars. Applies elements of strong voice to address challenges. Rarely engages student <p style="text-align: center;">excuses/distractions during correction of student misbehavior.</p> <ul style="list-style-type: none"> scholars usually respond to correction respectfully and with compliance. Usually knows when and how to diffuse these situations and/or when to involve school leaders. | <ul style="list-style-type: none"> Does not consistently deal in an appropriate way with challenging situations and scholars. Inconsistently applies elements of strong voice and scholars do not comply. Sometimes engages in student excuses/distractions during correction of student behavior. Inconsistently respond to correction respectfully and with compliance. Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders. | <ul style="list-style-type: none"> Has difficulty dealing with challenging situations and scholars AND/OR does not deal with them appropriately. Does not apply elements of strong voice and scholars do not respond respectively and/or do not comply. Often engages in student excuses/distractions during correction of student behavior. scholars do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. Over-reliant on or does not involve school leaders at appropriate times. |

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Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

| CLASSROOM MANAGEMENT | Advanced | Proficient | Working Towards | Needs Improvement |
|--|--|--|---|--|
| <p>Relationships with scholars</p> <p>Score = _____</p> | <ul style="list-style-type: none"> Creates a climate of caring in the classroom by addressing scholars in a respectful and positive manner. Positive relationships with scholars support learning in the classroom. Demonstrates open concern and develops a sense of responsibility for scholars' academic and personal growth. Teacher demonstrates that s/he will not give up on scholars. | <ul style="list-style-type: none"> Addresses scholars in a respectful and professional manner. Positive relationships with scholars usually support learning in the classroom. Willing to go above and beyond to help scholars. | <ul style="list-style-type: none"> Does not consistently address scholars in a professional manner. Failures to establish positive relationships with students that support learning. | <ul style="list-style-type: none"> Does not address scholars in a professional manner. Relationships with scholars are inappropriate. Explanation: |

COMMENTS ON CLASSROOM MANAGEMENT:

Strengths:

Areas for Growth and Action Plans:

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

| PROFESSIONALISM | Advanced | Proficient | Working Towards | Needs Improvement |
|---|--|---|---|---|
| Relationships with Families Score = _____ | <ul style="list-style-type: none"> Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students. Makes frequent, usually pro-active phone calls, keeping parents informed of successes and struggles. Returns all phone calls from families within 24 hours. | <ul style="list-style-type: none"> Communicates frequently with families to inform them of the instructional program and student progress. Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles. Returns most phone calls from families within 24 hours. | <ul style="list-style-type: none"> Communicates sporadically with families to inform parents of the instructional program and student progress. Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive. Does not consistently return phone calls from families within 24 hours. | <ul style="list-style-type: none"> Makes little or no attempt to inform families of student progress. Does not regularly return phone calls to parents. |
| Relationships with Colleagues/ School Score = _____ | <ul style="list-style-type: none"> Relationships with colleagues are extremely positive, collaborative, and generous. Assumes leadership among colleagues, often supporting them and engaging in professional exchange. Exerts a positive influence on the entire staff. | <ul style="list-style-type: none"> Relationships with colleagues are positive and collaborative. Regularly engages in professional exchange with colleagues. Upbeat, positive and does not complain often. | <ul style="list-style-type: none"> Relationships with colleagues are uneven, and collaboration is not consistently evident. Occasionally engages in professional exchange with colleagues. Can be negative and or complain about school, job, and kids. | <ul style="list-style-type: none"> Relationships with colleagues negatively affect the working environment, and collaboration is not evident. Rarely engages in professional exchange with colleagues. Complains frequently and is negative about the school/job/kids. |
| Additional Contributions and Responsibilities Score = _____ | <ul style="list-style-type: none"> Puts in an extraordinary amount of time and effort to contribute to student and school success. Independently assumes additional responsibilities when necessary and demonstrates leadership. Always willing to lead and /or pitch in with events or other school needs. | <ul style="list-style-type: none"> Puts in extra time and effort to contribute to student and school success. Often assumes additional responsibilities when necessary, especially when asked. Willing to pitch in and help with events or school needs. | <ul style="list-style-type: none"> Puts in sufficient time and effort to contribute to student and/or school success. Occasionally assumes additional responsibilities. | <ul style="list-style-type: none"> Puts in minimal time and effort to contribute to student and school success. Does not assume additional responsibilities. |
| Timeliness (school day, classes, meetings) Score = _____ | <ul style="list-style-type: none"> Always punctual for the school day, scheduled classes/pick-up times, and/or meetings. | <ul style="list-style-type: none"> Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings. | <ul style="list-style-type: none"> Inconsistently punctual for the school day, scheduled classes/pick-up times, and/or meetings. | <ul style="list-style-type: none"> Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings. |
| Urgency Score = _____ | <ul style="list-style-type: none"> Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparation. | <ul style="list-style-type: none"> Mostly communicates a sense of urgency (tone, movement, intensity, enthusiasm and preparation). | <ul style="list-style-type: none"> Inconsistently communicates a sense of urgency (tone, movement, intensity, enthusiasm and preparation). | <ul style="list-style-type: none"> Fails to communicate a sense of urgency (tone, movement, intensity, enthusiasm and preparation). |
| Ability to Meet Deadlines Score = _____ | <ul style="list-style-type: none"> Always meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. | <ul style="list-style-type: none"> Usually meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections. | <ul style="list-style-type: none"> Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections | <ul style="list-style-type: none"> Consistently does not make deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, |

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| PROFESSIONALISM | Advanced | Proficient | Working Towards | Needs Improvement |
|--|--|---|--|---|
| | | | which may inconvenience self, colleagues, and/or leaders. | which inconveniences self, colleagues, and/or leaders. |
| <p align="center">Professional Dress and Attitude</p> <p align="center">Score = _____</p> | <ul style="list-style-type: none"> • Dress always models professional attire. • Attitude is positive and respectful of scholars, families, colleagues, and school leaders. • Always positive during staff meetings and participates actively. | <ul style="list-style-type: none"> • Dress is professional. • Attitude is respectful of scholars, families, colleagues, and school leaders. • Professional during staff meetings and participates often. | <ul style="list-style-type: none"> • Dress is mostly professional. • Attitude is inconsistently professional with scholars, families, colleagues, and/or school leaders. • Sometimes disengaged in staff meetings and/or participates infrequently. | <ul style="list-style-type: none"> • Dress is not professional. • Attitude is negative, inappropriate, and/or disrespectful to scholars, families, colleagues, and school leaders. • Usually disengaged in staff meetings and does not participate frequently. |

COMMENTS ON PROFESSIONALISM:

Strengths:

Areas for Growth and Action Plans:

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

| PROFESSIONAL DEVELOPMENT | Advanced | Proficient | Working Towards | Needs Improvement |
|--|--|---|---|---|
| <p align="center">Professional Development Participation and Implementation</p> <p align="center">Score = _____</p> | <ul style="list-style-type: none"> • Has a leadership presence in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video. • Actively supports other teachers in their developed expertise. | <ul style="list-style-type: none"> • Actively participates in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully implements strategies presented in workshops in lesson plans and presents evidence in video | <ul style="list-style-type: none"> • Sometimes participates actively in professional development workshops. • Occasionally seeks out and implements professional development strategies in his/her classroom. • Sometimes implements strategies presented in workshops, but does so inconsistently in lesson plans and/or video. | <ul style="list-style-type: none"> • Not an active participant in professional development workshops. • Does not take steps to seek out or utilize professional development strategies. • Rarely implements new strategies presented in workshops. |
| <p align="center">Openness to Feedback</p> <p align="center">Score = _____</p> | <ul style="list-style-type: none"> • Consistently seeks leader's support at appropriate times. • Eagerly reflects upon and responds to feedback with openness and a "good to great" attitude. • Immediately implements feedback from school leaders and instructional leaders. | <ul style="list-style-type: none"> • Frequently seeks leader's support at appropriate times. • Reflects upon and responds to feedback with openness. • Implements feedback from school leaders and instructional leaders. | <ul style="list-style-type: none"> • Seeks leader's support infrequently, or not at appropriate times • Inconsistently reflects upon and responds to feedback OR does not always have an open attitude. • Does not implement feedback from school leaders or instructional leaders in a timely or consistent manner. | <ul style="list-style-type: none"> • Does not seek leader's support at necessary times. • Does not reflect upon or respond to feedback AND does not accept feedback with openness. • Does not implement feedback from school leaders or instructional leaders. |

COMMENTS ON PROFESSIONAL DEVELOPMENT:

Strengths:

Areas for Growth and Action Plans:

TEACHER EVALUATION

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

Teacher Reply Form for Mid
Year/End of Year Evaluation

After reading my evaluation I am pleased about:

-
-
-
-

I plan to work on the following goals:

-
-
-
-

I have questions about or could use assistance with:

-

Overall Effectiveness and Performance Rating

Mid Year Evaluation: _____

End of Year Evaluation: _____

| Component | Weight | Advanced | Proficient | Working Towards | Needs Improvement |
|------------------|---------------|-----------------|-------------------|------------------------|--------------------------|
| Student Growth | 40% | | | | |
| Observation Tool | 60% | | | | |
| Total Score | 100% | | | | |

State Standard Equivalency:

Advanced = Highly Effective

Proficient = Effective

Working Towards = Minimally Effective

Needs Improvement = Ineffective

Evaluator must include scores for each category in the boxes above.

Administrator Signature *Date*

Teacher Signature *Date*

Goals and Progress Towards Goals (Option to Attach Copy of SMART Goals)

1.

2.

3.