



Teacher Evaluation

Name: _____

Subject/Position: _____ Employee ID: _____

School: _____

Evaluator: _____ Evaluation Date: _____

I. DOMAIN I – PLANNING AND PREPARATION			
A. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY			PERFORMANCE INDICATOR: CHOOSE ONE:
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. 	<ul style="list-style-type: none"> The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. The teacher answers student's questions accurately and provides feedback that furthers their learning. Instructional strategies in unit and lesson plans are entirely suitable to the content. 	<ul style="list-style-type: none"> The teacher cites Intra-and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.
Evidence:			
B. DEMONSTRATING KNOWLEDGE OF STUDENTS			PERFORMANCE INDICATOR: CHOOSE ONE:
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students within the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> The teacher uses ongoing methods to assess student' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritages. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Evidence:			

Name: _____ Emp. ID: _____ Date: _____

C. SETTING INSTRUCTIONAL OUTCOMES		PERFORMANCE INDICATOR: CHOOSE ONE:	
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to “big ideas” of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of types: factual knowledge, conceptual, understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> The teacher’s plans reference curricular framework or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
Evidence:			
D. DEMONSTRATING KNOWLEDGE OF RESOURCES		PERFORMANCE INDICATOR: CHOOSE ONE:	
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his/her own skill. Although the teacher is aware of some student needs, he/she does not inquire about possible resources. 	<ul style="list-style-type: none"> The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> Texts are at varied levels Texts are supplemented by guest speakers and field experiences. The teacher facilitates the use of Internet resources. Resources are multidisciplinary. The teacher expands knowledge through professional learning groups and organizations. The teacher pursues options offered by universities. The teacher provides lists of resources outside the classroom for students to draw on. 	<ul style="list-style-type: none"> Texts are matched to student skill level. The teacher has ongoing relationships with colleges and universities that support student learning. The teacher maintains a log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.
Evidence:			
E. DESIGNING COHERENT INSTRUCTION		PERFORMANCE INDICATOR: CHOOSE ONE:	
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are formed at random, or they only partially support objectives. Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student’s strengths. The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.
Evidence:			

Name:

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F. *DESIGNING STUDENT ASSESSMENTS		PERFORMANCE INDICATOR: CHOOSE ONE:	
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future plans. 	<ul style="list-style-type: none"> Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not for individual students. 	<ul style="list-style-type: none"> All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments when they are necessary for some students. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic, with real-world application as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
Evidence:			
II. DOMAIN II – THE CLASSROOM ENVIRONMENT		PERFORMANCE INDICATOR: CHOOSE ONE:	
A. CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. 	<ul style="list-style-type: none"> The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.
Evidence:			
B. ESTABLISHING A CULTURE FOR LEARNING		PERFORMANCE INDICATOR: CHOOSE ONE:	
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for students' abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through questions and comments a desire to understand the content. Students correct one another in their use of language.
Evidence:			

Name:

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C. MANAGING CLASSROOM PROCEDURES		PERFORMANCE INDICATOR: CHOOSE ONE:	
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. 	<ul style="list-style-type: none"> Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. 	<ul style="list-style-type: none"> Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	<ul style="list-style-type: none"> With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.

Evidence:

D. MANAGING STUDENT BEHAVIOR		PERFORMANCE INDICATOR: CHOOSE ONE:	
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher's response to student misbehavior is effective. 	<ul style="list-style-type: none"> Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Evidence:

III. DOMAIN III - INSTRUCTION
A. COMMUNICATING WITH STUDENTS

		PERFORMANCE INDICATOR: CHOOSE ONE:	
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communication includes errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to student's ages and levels of development. 	<ul style="list-style-type: none"> If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly.

Evidence:

Name: _____ Emp. ID: _____ Date: _____

B. QUESTIONING AND DISCUSSION TECHNIQUES**PERFORMANCE INDICATOR: CHOOSE ONE:**

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion. 	<ul style="list-style-type: none"> • The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on student quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most students attempt to do so. 	<ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.

Evidence:**C. ENGAGING STUDENTS IN LEARNING****PERFORMANCE INDICATOR: CHOOSE ONE:**

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven -- suitable in parts but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Evidence:

Name:

Emp. ID:

Date:

D. *USING ASSESSMENT IN INSTRUCTION

PERFORMANCE INDICATOR: CHOOSE ONE:

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work. The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self-or peer assessment. The teacher makes only minor attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance at least for groups of students. When improvising becomes necessary, the teacher makes adjustments to the lesson. 	<ul style="list-style-type: none"> Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement. Adjustments to the lesson, when they are needed, are designed to assist individual students.

Evidence:

IV. DOMAIN IV – PROFESSIONAL RESPONSIBILITIES

A. REFLECTING ON TEACHING

PERFORMANCE INDICATOR: CHOOSE ONE:

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.

Evidence:

B. MAINTAINING ACCURATE RECORDS

PERFORMANCE INDICATOR: CHOOSE ONE:

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> There is no system for either instructional or non-instructional records. Record-keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> The teacher has a process for recording student work completion; however, it may be out of date or may not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors. 	<ul style="list-style-type: none"> The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to track their progress. The teacher's process for recording non-instructional information is both efficient and effective. 	<ul style="list-style-type: none"> Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.

Evidence:

Name:

Emp. ID:

Date:

C. COMMUNICATING WITH FAMILIES**PERFORMANCE INDICATOR: CHOOSE ONE:**

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> Little or no information regarding the instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> School or district-created materials about the instructional program are sent home. The teacher sends home infrequent or incomplete information about the instructional program. The teacher maintains a school-required gradebook but does little else to inform families about student progress. Some of the teacher's communications are inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> The teacher regularly makes information about the instructional program available. The teacher regularly sends home information about student progress. The teacher develops activities designed to engage families successfully and appropriately in their children's learning. Most of the teacher's communications are appropriate to families' cultural norms. 	<ul style="list-style-type: none"> Students regularly develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher's communications are highly sensitive to families' cultural norms.

Evidence:**D. PARTICIPATING IN THE PROFESSIONAL COMMUNITY****PERFORMANCE INDICATOR: CHOOSE ONE:**

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher's relationships with colleagues are characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> The teacher has cordial relationships with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as district and community projects. 	<ul style="list-style-type: none"> The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects. 	<ul style="list-style-type: none"> The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant district and community projects.

Evidence:**E. GROWING AND DEVELOPING PROFESSIONALLY****PERFORMANCE INDICATOR: CHOOSE ONE:**

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> The teacher participates in professional activities when they are required or provided by the district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to professional organizations. 	<ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. The teacher actively participates in organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

Evidence:

Name:

Emp. ID:

Date:

F. SHOWING PROFESSIONALISM

PERFORMANCE INDICATOR: CHOOSE ONE:

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> The teacher is dishonest. The teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects district regulations. 	<ul style="list-style-type: none"> The teacher is honest. The teacher notices the need of students but is inconsistent in addressing them. The teacher does not notice that some school practices result in poor conditions for students. The teacher makes decisions professionally but on a limited basis. The teacher complies with district regulations. 	<ul style="list-style-type: none"> The teacher is honest and known for having high standards of integrity. The teacher actively addresses student needs. The teacher actively works to provide opportunities for student success. The teacher willingly participates in team and departmental decision making. The teacher complies completely with district regulations. 	<ul style="list-style-type: none"> The teacher is considered a leader in terms of honesty, integrity, and confidentiality. The teacher is highly proactive in serving students. The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. The teacher takes a leadership role regarding district regulations.

Evidence:

67% Professional Practice Score

CHOOSE ONE:

Distinguished: 12 or more Distinguished marks, no Basic marks, no Unsatisfactory marks
Proficient: No greater than 4 Basic marks
Basic: More than 4 Basic marks and 1 Unsatisfactory mark
Unsatisfactory: More than 2 Unsatisfactory marks

33% Student Achievement Score

CHOOSE ONE:

In collaboration with the teacher, the administrator considered multiple objective measures of student achievement – formative, interim, and/or summative. Examples of the multiple objective student achievement measures include but are not limited to Student Learning Objectives (SLO), ISAT, EOCs, MAP, IRI, District Outcome, Benchmark assessments.

Evaluator Comments:

Evaluator Signature: _____ **Date:** _____

I understand that I will receive one copy of this evaluation, one copy will be filed in the evaluator's office and one copy will be filed in my personnel file at the District Service Center. Signing this report does not imply agreement, but does indicate that the information has been discussed.

Employee Signature: _____ **Date:** _____

Employee Comments (optional, may be written on back of this page or attached as a separate document)

Spell Checker

Name:

Emp. ID:

Date:



Professional Learning Plan

West Ada School District

Educator Information

School _____ School Year _____

Teacher _____ Employee ID _____

Grade Level or Subject(s) _____

Professional Learning Goal

*Based on last year's evaluation, what domain and indicator needs improvement? and/or
What do I want to change, modify, or enhance about my instruction that will effectively impact student learning?*

Identify the evidence of goal accomplishment (artifact, collected data, observation, etc.):

Measurable Student Achievement

*As part of the Professional Compensation Performance Criteria defined in the Career Ladder, teachers must demonstrate that the **majority** of their students meet measurable student achievement targets. Identify the **course or content**, **instructional interval**, **achievement target**, and **assessment tool** that will be used to measure student achievement and growth:*

Course/Content:

Instructional Interval (e.g., trimester or semester):

Achievement Target:

Assessment(s):

Employee Signature _____ Date _____ End of Year Initials _____

Signature indicates that I created and agreed to the Professional Learning Plan with the administrator.

Administrator Signature _____ Date _____ End of Year Initials _____

Signature indicates that I consulted on and approved the Professional Learning Plan.

End of Year Review

Professional Goal Accomplished/Significant Progress: Yes No Met Student Achievement Target: Yes No



Professional Learning Plan Guidelines

West Ada School District

Professional Learning Goal – Teacher Evaluation Domains

The following Domains and Indicators from the evaluation framework should be considered in developing the Professional Learning Goal:

Domain I: Planning & Preparation

- Knowledge of Content and Pedagogy
- Knowledge of Students
- Setting Instructional Outcomes
- Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessment

Domain II: Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior

Domain III: Instruction

- Communicating with Students
- Questioning and Discussion Techniques
- Engaging Students in Learning

Domain IV: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Participating in the Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Measurable Student Achievement

The Measurable Achievement requirements under the Career Ladder legislation, allows flexibility in determining the assessment tools used for measuring student achievement targets. In addition, students must be enrolled in and attended eighty percent (80%) of the interval of instruction to be included in the results.

Course/Content:

The course(s) and content is identified in collaboration with the school administrator.

Instructional Interval (e.g., quarter, trimester, semester, or year):

The instructional interval could be a trimester or semester. At the middle and high school levels, the instructional interval could be different by course and/or content.

Achievement Target:

The Measurable Student Achievement goal should identify the standards/curriculum and expected level of student performance that will be measured by the selected assessment. For example, if you are teaching a unit on argumentative writing, the expected level of student performance would be a student writing sample with a proficient score based on a writing rubric.

Assessment(s):

The Assessment tool should measure the achievement or growth target. In general, the data should include pre/post results to demonstrate the growth, progress, or achievement of the student cohort.

The following are examples of assessment tools:

- ISAT Interim
- Pre- and Post-Assessments
- NWEA Measures of Academic Progress (MAP) - Fall to Winter
- Unit Common Assessments
- District Writing Rubric
- Performance Rubric
- Student Learning Objectives