Teacher Evaluation Packet
For Principals

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OVERVIEW TEACHER PERFORMANCE EVALUATION

The Great Falls Public Schools Board of Trustees/Administration and the Great Falls Education Association agree that teacher evaluation is for the benefit and growth of the teacher and the improvement of instruction.

Non-tenured teachers shall be formally evaluated each year. Tenured teachers shall be formally evaluated at least once every three years. The Educator Performance Appraisal System (EPAS) is the format adopted by GFPS to evaluated teacher performance.

Non-tenured teachers will be evaluated under the EPAS model option and tenured teachers have 4 options for how they would like to be evaluated, under the EPAS framework. The teacher and evaluator will agree upon one or more of the listed options. If the teacher and evaluator cannot mutually agree upon an option(s), the process will revert to the EPAS process.

Options
1. EPAS (Minimum of two (2) formal evaluations.)
2. Portfolio (EPAS model incorporated)
3. Peer Review (EPAS model incorporated)
4. Other agreed upon criteria, which is approved by the assistant superintendent with EPAS model incorporated.

Regardless of the evaluation procedure chosen by tenured teachers, teacher performance and informal observations will be a part of the evaluation process.

At the conclusion of the evaluation process, every evaluated teacher will receive a written evaluation that will be placed in their personnel file.
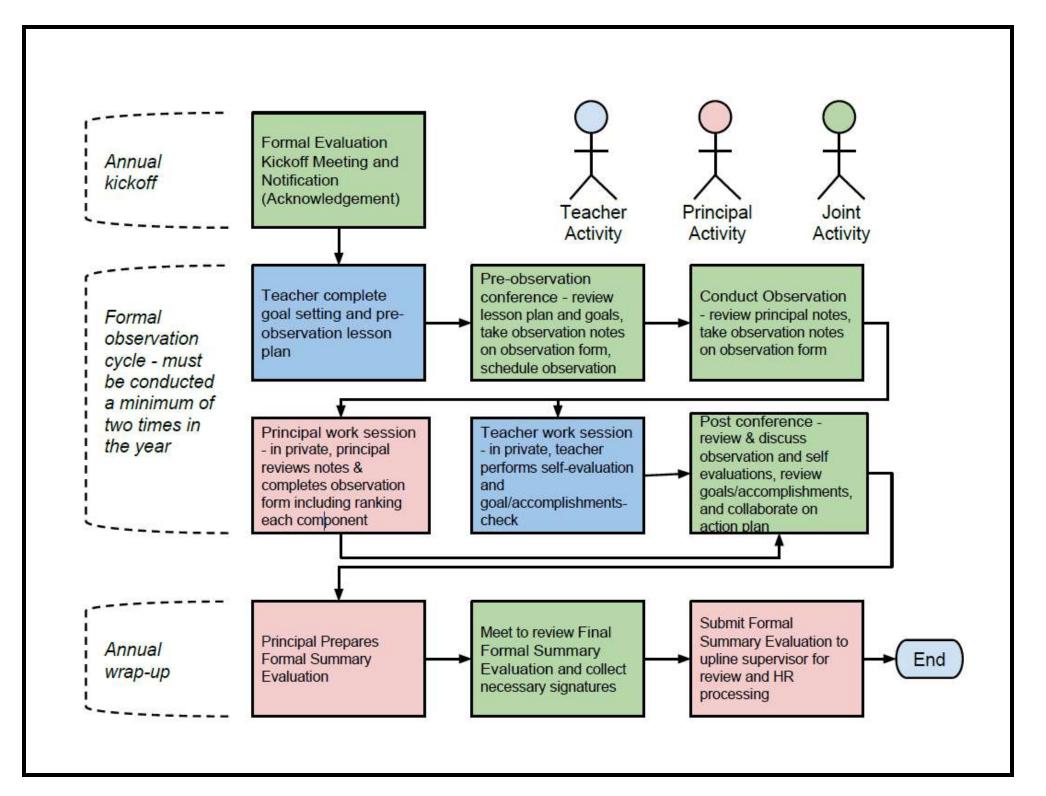
Timeline:

August –September – Evaluation Kickoff
- The designated evaluator will meet with the teacher to notify them of the evaluation process, procedure, forms and timeline. The acknowledgement found at the beginning of the final evaluation form is signed during this initial evaluation meeting.
- Decide/agree on evaluation model to be used and times/dates for formal observations to occur. Non-tenured teachers must use EPAS model. For tenured teachers, if the teacher and evaluator cannot mutually agree upon an option(s), the process will revert to the EPAS process.

September – May – Formal and Informal Observation Cycle(s): A minimum of two formal observation cycles shall occur. Informal observations will also be part of this process.
- Goals Form completed by teacher (This is only done during the first cycle)
- Pre-observation Meeting held between principal and teacher. Goals, lesson plan are discussed. Principal uses the observation form and toolkit for guided questions. Set date(s) for formal observation to occur.
- Formal Observation occurs – A minimum of one hour or one class period shall be used as the formal observation.
- After the formal observation the principal completes Formal Observation Feedback Worksheet AND teacher completes the Formal Observation Self-Evaluation Feedback Worksheet
- Reflection Feedback Post Observation Conference Principal and Teacher share observations, evaluations and determine an action plan.
- Repeat steps 2 through 5

April – May - Final Evaluation
- At the conclusion of at least 2 Formal Observation Cycles the principal and the teacher shall meet to discuss the teacher's overall performance.
- The final summative evaluation form shall be discussed and signatures collected. The teacher may include an Optional Comments to be included with final evaluation.
- Completed final summative evaluation form is sent to appropriate supervisor (i.e. Assistant Superintendent, Director, etc.) and then forwarded to HR to be placed in personnel file.

Annual kickoff

Formal Evaluation Kickoff Meeting and Notification (Acknowledgement)

Teacher Activity

Principal Activity

Joint Activity

Formal observation cycle - must be conducted a minimum of two times in the year

Teacher complete goal setting and pre-observation lesson plan

Pre-observation conference - review lesson plan and goals, take observation notes on observation form, schedule observation

Conduct Observation - review principal notes, take observation notes on observation form

Principal work session - in private, principal reviews notes & completes observation form including ranking each component

Teacher work session - in private, teacher performs self-evaluation and goal/accomplishments-check

Post conference - review & discuss observation and self evaluations, review goals/accomplishments, and collaborate on action plan

Annual wrap-up

Principal Prepares Formal Summary Evaluation

Meet to review Final Formal Summary Evaluation and collect necessary signatures

Submit Formal Summary Evaluation to upline supervisor for review and HR processing

End

PRINCIPAL FORMAL OBSERVATION WALKAROUND WORKSHEET

*Working File**Evaluator, please use this worksheet to assist with note-taking of your formal observation.*

Teacher _____ Evaluator _____

Date/Time of Observation_____

Observation Type ☐ Announced ☐ Unannounced

Domain One (1) – PLANNING AND PREPARATION

Domain 1a. Selecting Instruction Goals - The teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state and district assessment levels of performance.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 1b. Designing Coherent Instruction - The teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 1c. Demonstrating Knowledge of Content and Pedagogy - The teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 1d. Demonstrating Knowledge of Students - The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and state and district assessment performance levels.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 1e. Designing Student Assessments - The teacher demonstrates the ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of his or her students.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain Two (2)-LEARNING ENVIRONMENT

<u>Domain 2a: Managing Learning Environment Procedures</u> - The teacher clearly defines procedures for managing learning time, transitions between learning events, and routines that maximize learning time.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

<u>Domain 2b. Managing Student Behavior</u> - The teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

<u>Domain 2c. Establishing a Culture of Learning</u> - The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

<u>Domain 2d. Organizing Physical Space</u> - The teacher organizes, allocates, and manages physical space to create a safe learning environment. The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain Three (3)-INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING

Domain 3a. Engaging Students in Learning - Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 3b. Demonstrating Flexibility and Responsiveness - The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 3c. Communicating Clearly and Accurately - Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 3d. Using Questioning and Discussion Techniques - Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose his or her own questions and is responsive to student questions. The teacher facilitates student-led discussions.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 3e. Using Assessment in Instruction - The teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning. The teacher can analyze data presented in reports and determine how to plan instruction for the students in the classroom. The teacher uses formative assessments like observations, homework, and conferences to track and understand student progress.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Principal Formal Observation Walkaround Worksheet (continued)

Domain Four (4)-PROFESSIONAL RESPONSIBILITIES

Domain 4a. Communicating with Families -The teacher shares information about the school's educational program and expectations for student performance. The teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 4b. Developing and Maintaining an Accurate Record System - The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 4c. Demonstrating Professional Work Ethic - The teacher adheres to district policy, procedures, and the Montana Code of Ethics. The teacher demonstrates leadership through honesty and integrity in relations with students, staff and the community.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 4d. Growing and Developing Professionally - The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school or district.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

Domain 4e. Reflecting on Professional Practice and Engaging in a Professional Community - The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Notes, Comments, Evidence		☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory ☐ Not Applicable

EVALUATOR POST-OBSERVATION FORM AND ACTION PLAN
Working File

Evaluator, please use this worksheet to share your reflections of the formal observation.

Teacher _____ Evaluator _____

Date/Time of Observation _____ Date of Post-Observation Conference _____

Domain 1 - Planning and Preparation	Domain 2 – Learning Environment
• Areas of Strength	• Areas of Strength
• Recommended Areas for Growth	• Recommended Areas for Growth
Domain 4 – Professional Responsibilities	**Domain 3 - Instructional Effectiveness for Student Learning**
• Areas of Strength	• Areas of Strength
• Recommended Areas for Growth	• Recommended Areas for Growth

Accomplishments/Goal(s) Attained To Date:

Copy received by employee.

_____ _____
Employee Signature   Date

GFPS FINAL SUMMATIVE EVALUATION FORM

Teacher _____**School Year** _____

Subject/Grade Level _____**Location** _____

Tenured Teacher ☐   **Non-tenured Teacher** ☐

The purpose and objective of the evaluation process is for the benefit and growth of the teacher and the improvement of instruction. _____ will have primary responsibility for your evaluation. Per your signed agreement below, the following person or persons may assist in this evaluation.

_____

_____

The criteria and other agreed upon options for the formal evaluation process are outlined below:

☐ EPAS (Non-tenured Teacher Evaluation Option)
☐ Peer Review Under EPAS Model (Tenured Teachers Only)
☐ Portfolio Under EPAS Model (Tenured Teachers Only)
☐ Other agreed upon criteria which must be approved through Assistant Superintendent (details below) _____

_____

My signature below indicates my acknowledgement that the above listed supervisor will be primarily responsible for my formal evaluation and the person or persons listed above may assist. I also acknowledge that I agree to be evaluated using the above identified format.

_____   _____
Employee's Signature   Date

_____   _____
Administrator's Signature   Date

The objective of this process is to establish open lines of communication between the teacher and the evaluator, however, if the teacher disagrees with feedback on this form the teacher may provide information in writing via the attached optional teacher comments regarding evaluation form. The teacher may request a second conference with the evaluator to discuss concerns. Additional information becomes part of the appraisal record.

OVERALL SUMMATIVE EVALUATION RATING

At the conclusion of the evaluation cycle, please list areas of strength, areas for growth and if applicable, areas below standard on the following pages for each Domain.

☐ **Unsatisfactory**   ☐ **Developing**   ☐ **Proficient**   ☐ **Exemplary**

Accomplishments/Goal(s) Attained:

| |
| |

Overall Comments:

| |
| |

DOMAIN ONE: PLANNING AND PREPARATION

1a Selecting Instructional Goals
1b Designing Coherent Instruction
1c Demonstrating Knowledge of Content and Pedagogy

1d Demonstrating Knowledge of Students
1e Designing Student Assessments

Areas of Strength **Recommended Areas of Growth/Focus** **Areas Below Standard (Unsatisfactory)** – *If applicable*	☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory

DOMAIN TWO: LEARNING ENVIRONMENT

2a Managing Learning Environment Procedures
2b Managing Student Behavior

2c Establishing a Culture of Learning
2d Organizing Physical Space

Areas of Strength **Recommended Areas of Growth/Focus** **Areas Below Standard (Unsatisfactory)** – *If applicable*	☐ Exemplary ☐ Proficient ☐ Developing ☐ Unsatisfactory

DOMAIN THREE: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING

3a Engaging Students in Learning   **3c Communicating Clearly and Accurately**
3b Demonstrating Flexibility and   **3d Using Questioning and Discussion Techniques**
Responsiveness   **3e Using Assessment in Instruction**

Areas of Strength

☐ Exemplary
☐ Proficient
☐ Developing
☐ Unsatisfactory

Recommended Areas of Growth/Focus

Areas Below Standard (Unsatisfactory) – *If applicable*

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

4a Communicating with Families   **4d Growing and Developing Professionally**
4b Developing and Maintaining an Accurate **4e Reflecting on Professional Practice and**
Record System   **Engaging in a Professional Community**
4c Demonstrating Professional Work Ethic

Areas of Strength

☐ Exemplary
☐ Proficient
☐ Developing
☐ Unsatisfactory

Recommended Areas of Growth/Focus

Areas Below Standard (Unsatisfactory) – *If applicable*

The teacher and evaluator sign the Summative Evaluation Form to indicate that it was reviewed and discussed.

Teacher Signature		Date	
Evaluator Signature		Date	

Teacher Comments Regarding Final Summative Evaluation
(Optional)

[ ]   Please include with the final evaluation to be place in personnel file.

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

PRINCIPAL TOOLKIT

Overview Of Framework For Teaching EPAS Domains
EDUCATOR PERFORMANCE APPRAISAL SYSTEM (EPAS)

DOMAIN 1: Planning and Preparation

1a Selecting Instructional Goals
   *Value, sequence, and alignment *Clarity *Balance
   *Suitability for diverse learners
1b Designing Coherent Instruction
   *Learning activities *Instructional materials and resources
   *Instructional groups *Lesson and unit structure
1c Demonstrating Knowledge of Content and Pedagogy
   *Content knowledge *Prerequisite relationships *Content pedagogy
1d Demonstrating Knowledge of Students
   *Child development *Learning process *Interests and cultural heritage
   *Student skills, knowledge, and proficiency *Special needs
1e Designing Student Assessments
   *Congruence with outcomes *Criteria and standards
   *Formative assessments *Use for planning

DOMAIN 2: Learning Environment

2a Managing Learning Environment Procedures
   *Instructional groups *Transitions *Materials and supplies
   *Noninstructional duties *Supervision of volunteers and paraprofessionals
2b Managing Student Behavior
   *Expectations *Monitoring behavior *Response to misbehavior
2c Establishing a Culture of Learning
   *Importance of content *Expectations for learning and achievement
   *Student pride in work *Teacher interaction with students
   *Student interactions with students
2d Organizing Physical Space
   *Safety and accessibility *Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Communicating with Families
   *About instructional program *About individual students
   *Engagement of families in instructional program
4b Developing and Maintaining an Accurate Record System
   *Student completion of assignments *Student progress in learning
   *Noninstructional records
4c Demonstrating Professional Work Ethic
   *Integrity/ethical conduct *Service to students *Advocacy
   *Decision-making *Compliance with school/district regulation
4d Growing and Developing Professionally
   *Enhancement of content knowledge/pedagogical skill
   *Receptivity to feedback from colleagues *Service to the profession
**4e Reflecting on Professional Practice and Engaging in a Professional
   Community**
   *Accuracy *Use in future teaching *Relationship with colleagues
   *Participation in school projects
   *Involvement in culture of professional inquiry *Service to school

DOMAIN 3: Instructional Effectiveness for Student Learning

3a Engaging Students in Learning
   *Activities and assignments *Student groups
   *Instructional materials and resources *Structure and pacing
3b Demonstrating Flexibility and Responsiveness
   *Lesson adjustment *Response to students *Persistence
3c Communicating Clearly and Accurately
   *Expectations for learning *Directions and procedures
   *Explanations of content *Use of oral and written language
3d Using Questioning and Discussion Techniques
   *Quality of questions *Discussion techniques *Student participation
3e Using Assessment in Instruction
   *Assessment criteria *Monitoring of student learning
   *Feedback to students *Student self-assessment and monitoring

DOMAIN 1: PLANNING AND PREPARATION – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1a: Selecting Instructional Goals	Teacher's goals for learning are at an inappropriate level or are stated only as instructional activities, and the goals do not permit viable methods of assessment.	Teacher's goals for learning are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals for learning are appropriate for most students in the class; the goals reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals for learning expect high-level learning and the goals cultivate high-learning expectations relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has little or no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions or alternative thinking.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge including alternative thinking.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding while allowing for alternative thinking.
1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses the knowledge to plan for diverse groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
1e: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for some students. Teacher uses assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of most students. Teacher intends to use assessment results to plan for future instruction for diverse groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to his or her development. Assessment methodologies have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

DOMAIN 2: LEARNING ENVIRONMENT – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2a: **Managing Learning Environment Procedures**	Routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2b: **Managing Student Behavior**	Student behavior is poor, with little or no clear expectations or monitoring of student behavior. Teacher reacts inappropriately to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, with the use of student participation in setting expectations and monitoring behavior. Teacher establishes clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful of students.	Student behavior is entirely appropriate, with the use of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2c: **Establishing a Culture of Learning**	The learning environment does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The learning environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The learning environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher is firmly committed to establishing a culture of learning.
2d: **Organizing Physical Space**	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's learning environment is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's learning environment is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's learning environment is safe and students contribute to ensuring that the physical environment supports the learning of all students.

DOMAIN 3: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
3a: **Engaging Students in Learning**	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are intellectually engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3b: **Demonstrating Flexibility and Responsiveness**	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher inconsistently demonstrates flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is consistently responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
3c: **Communicating Clearly and Accurately**	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3d: **Using Questioning and Discussion Techniques**	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little substantive discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at substantive discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, substantive discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in substantive discussion. Teacher employs cognitive coaching in questioning.
3e: **Using Assessment in Instruction**	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to the students. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high-quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
4a: Communicating with Family	The teacher provides little or no information to families and makes no effort to engage families in the instructional program.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program. Students participate in communication with families.
4b: Developing and Maintaining an Accurate Record System	The teacher does not maintain and record accurate data which results in errors and confusion.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.	The teacher maintains and records accurate data in an efficient and effective manner.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.
4c: Demonstrating Professional Work Ethic	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher rarely participates in team decision making. The teacher does not comply with school and district policies and procedures.	The teacher is honest in interactions with colleagues, students, and the public. The teacher is an inconsistent participant in team decision making. The teacher must be reminded by supervisors about complying with school and district policies and procedures.	The teacher maintains the highest standard of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher maintains an open mind in team decision making. The teacher complies fully with school and district policies and procedures.	The teacher maintains the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher takes a leadership role in team decision making. The teacher complies fully with school and district policies and procedures.
4d: Growing and Developing Professionally	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills.	The teacher has limited participation or involvement in professional development activities.	The teacher actively participates in professional development activities and contributes to the profession.	The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.
4e: Reflecting on Professional Practice and Engaging in a Professional Community	The teacher does not accurately reflect on professional practice or propose ideas on how his or her practice could be improved.	The teacher's reflection on professional practice is generally accurate and the teacher makes global suggestions about how to improve his or her practice.	The teacher's reflection on professional practice is accurate, citing general characteristics of his or her practice, and the teacher provides specific suggestions about how his or her practice may be improved.	The teacher's reflection on professional practice is accurate and perceptive, citing specific examples for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.

Teacher Formative Feedback Worksheet –Alternate

Teacher_____   School Year _____

Grade(s)_____   Subject Area(s) _____

Evaluator _____

Date/Time of Observation_____Date of Conference_____

Observation Type: ☐   Announced   ☐   Unannounced

Description of Lesson

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Domain One: Planning and Preparation
Narrative

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Domain Two: Learning Environment
Narrative

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Domain Three: Instructional Effectiveness for Student Learning
Narrative

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Commendations/Recommended Area(s) of Growth

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Guided Sample Questions

Guided Sample Questions To Use During Pre-Observation Meeting

Below are some sample questions you might consider asking during the pre-observation meeting to increase dialogue and collaboration.

1. How does this lesson relate to your curriculum?
2. How does this learning fit in the sequence of learning for this class?
3. Describe the students in this class, including those with special needs, but also how you will use this information to differentiate learning?
4. What are your learner outcomes for this lesson? What do you want the students to understand?
5. Describe what you believe engaged learning will look like for this lesson? What will the students be doing?
6. How and when will you know whether the students have learned what you intend?
7. Is there anything that you would like me to specifically observe during the lesson?

Guided Sample Questions To Use During Post-Observation Meeting

Below are some sample questions you might consider asking during the post-observation meeting to increase dialogue and collaboration.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn?
2. If you were able to bring samples of student work, what do these samples reveal about those students' levels of engagement and understanding?
3. Did you depart from your plan? If so, how and why?
4. If you have an opportunity to teach this lesson again to the same group of students, what would you do differently?