



4 Elements of an Effective Educator's Evaluation Tool

Teacher Evaluation Handbook

Dodge City Unified School District 443



**Dodge City
Public Schools**
UNIFIED SCHOOL DISTRICT 443

May, 2014



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The teacher evaluation procedures included in this handbook have been mutually agreed upon by Dodge City National Education Association and the Unified School District 443 Board of Education.



Lindy Duree, President, Dodge City NEA

5-19-14
Date



Lisa Killion, President, USD 443 Board of Education

5-21-14
Date



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The *e4E* Philosophy - Elements of an Effective Educator's Evaluation

The *e4E* tool reflects a shared commitment and responsibility by Educators and Administrators to evaluate classroom practices and instruction. In K-12 education, Educator evaluation is used to assess performance and facilitate professional growth needed for increased student achievement and learning.

The *e4E* evaluation tool reflects research-based evidence, and incorporates a systematic and continuous approach to improved Educator practice by examining the Educator's understanding of learners, mastery of content, effective use of pedagogy, and engagement in professional activities.

Research demonstrates that effective Educators constantly reflect on their practice while striving to find effective pedagogical methods and techniques to use in their classrooms to improve students' learning. In recognition of the dynamic nature of modern classrooms, the *e4E* tool uses multiple measures of data to determine the effectiveness of the Educator.

Evaluation Procedures – Dodge City USD 443

Evaluation will be made in writing of every licensed employee in accordance with the minimum requirements of K.S.A. 72-9001 es.seq. Evaluations beyond those required by law may be requested by the evaluating administrator or the teacher.

1. The building principal or evaluating administrator will discuss teacher evaluation objectives and procedures with the staff at the beginning of the school year. All teachers shall be informed at the beginning of the school year of approximate dates and frequency of evaluations during the school year.
2. Teacher and evaluating administrator observations and conferences shall be arranged according to the following schedules:
 - A. Every employee in the first two (2) consecutive years of employment will be evaluated at least two (2) times per year. Observations evaluation shall not occur on Halloween, Valentine's Day, or the day before the following designated school holidays/vacations: Thanksgiving, Christmas and Spring Break.
 - B. Every employee in the third and fourth year of employment shall be evaluated at least one (1) time per year during. Observations for summative (formal) evaluation shall not occur on Halloween, Valentine's Day, or the day before the following designated school holidays or vacations: Thanksgiving, Christmas and Spring Break.
 - C. At the completion of the fourth year of employment, every employee will have a summative evaluation at least once every three (3) years after. Observations for shall not occur on Halloween, Valentine's Day, or the day before the following designated school holidays or vacations: Thanksgiving, Christmas and Spring Break.
3. The evaluating administrator shall use the USD 443 *e4E - The Four Elements of an Effective Educator's Evaluation* tool. Building or district letterhead may be used as a memo form for other information directly related to summative evaluation topics, and must include a place for signatures of both the teacher and the evaluating administrator, including explanatory notes, as per the *e4E Educator Observation* form. This does not preclude the use of complimentary or congratulatory notes.
4. A formal summative evaluation shall be based upon a minimum of three (3) classroom observations of no less than one (1) class period or instructional period. For teachers in the first two (2) years of employment, a minimum of two (2) observations shall be required prior to each summative evaluation.
 - A. An *e4E Pre-Observation Goal-Setting* form may be completed collaboratively between the evaluating administrator and the teacher prior to an observation.
 - B. A post-observation conference, as requested by the teacher or the evaluating administrator, will be conducted within five (5) working days following any observation. Either party may request additional observations beyond the minimum and/or request another observer. An *e4E Conference* form will be

completed following any post-observation conference, and will be signed by both parties. A signed copy of the *e4E Conference* form will be provided to the teacher.

- C. In the case of multiple building assignments, the respective administrators will mutually agree to share responsibility in conducting classroom observations, providing feedback and writing the required evaluation.
5. A teacher may submit an *e4E Self-Evaluation* form to the evaluating administrator prior or subsequent to a summative evaluation.
6. The *e4E Summative Evaluation* form will be completed based on documentation from the *e4E Educator Observation* form(s), the *e4E Goal-Setting* form(s), and the *e4E Conference* form(s). If requested by the educator, the *e4E Summative Evaluation* form will be given to the teacher prior to a summative evaluation conference with the evaluating administrator.
7. If, in the judgment of the teacher, the report is inaccurate, unfair or incomplete, a written response may be provided to the evaluating administrator within ten (10) working days, and will be attached to all copies of the *e4E Summative Evaluation* form.
8. If, in the judgment of the teacher, the evaluation is inaccurate, unfair or incomplete, the teacher may request a review of the evaluation by the Superintendent of Schools. Such a request for a review shall be made in writing, with a copy sent to the evaluating administrator for his/her information. The Superintendent, or the designated representative, shall review all aspects of the evaluation within five (5) working days and render a written judgment to attempt to resolve the issue.
9. Copies of the *e4E Summative Evaluation* form, signed by both parties, shall be made for the evaluating administrator and the teacher.

Access to Evaluation

All official evaluations shall be made in writing. The formative evaluation documents and responses thereto shall be maintained in a confidential file in the office of the administrative supervisor. An original copy of the summative evaluation will be maintained in the district personnel file.

Nothing shall be added to the district personnel file so far as such pertains to an evaluation without the knowledge of the teacher. Any employee may request, in writing, the removal of any evaluation documents from his/her file after three (3) years from the date of the evaluation.

Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the evaluated employee, the appropriate administrative staff members designated by the board, the school board attorney upon request of the board, the state board of education as provided in K.S. 72-7515, the board and the administrative staff of any school to which such employee applies for employment, and other persons specified by the employee in writing to his/her board. (K.S.A. 72-9005)

A teacher shall be allowed access to his/her evaluation file at any time during regular business hours. All requests for access to the evaluation documents shall be made through the teacher's immediate supervisor or through the Human Resources Office.

PLAN OF ASSISTANCE PROCEDURES

For a probationary teacher, at least one formal evaluation must have been completed before the teacher, in conference with the evaluating administrator, shall be given notice that a Plan of Assistance will be developed.

For a non-probationary teacher, at least two formal evaluations must have been completed before the teacher, in conference with the evaluating administrator, shall be given notice that a Plan of Assistance will be developed.

The Plan of Assistance shall include the elements listed on the USD 443 Plan of Assistance format.

The Plan of Assistance shall be in effect for no longer than one calendar year and no less than one semester except by mutual agreement.

PLAN OF ASSISTANCE FOR IMPROVING TEACHER PERFORMANCE

Background Information

Teacher's Name:

School and/or Department:

Teaching Experience:

Statement of Deficiency

This section should include the areas of needed improvement, as referenced in recent evaluation(s).

General Statement for Plan of Assistance

This section should include:

1. The purpose of the plan
2. The role of the administrator
3. The directive that the Plan of Assistance is to be followed
4. What action may occur if desired improvements are not achieved

Program to be Followed

This section should include:

1. A specific statement as to what is expected of the teacher, tied to each area of improvement identified on the recent evaluation instruments.
2. Specific indicator(s) of the successful achievement of these goals.
3. A series of reasonable activities and timelines for each.
4. What assistance will be offered by the administrator and other resources. These resources may include, but are not limited to:
 - The assignment of a peer mentor,
 - Professional development, in addition to the staff development already offered to teachers,
 - District-paid coursework, not including the cost for college credit, and/or
 - Release time to observe other teachers in the district who have been identified as proficient in the areas identified for improvement.

Monitoring System

This section should include:

1. The schedule of conferences and observations, with at least one observation scheduled each month, to determine progress. Each conference and observation must be followed by written report or summary, with a copy to be provided to the teacher.

2. Observations will focus primarily on the specific areas indicated as needing improvement.
3. At the conclusion of the Plan of Assistance, the evaluating administrator will meet with the teacher, and will provide a final written evaluation of the teacher's progress towards meeting the goals of the Plan of Assistance.

Recommendation

This section should include:

The evaluating administrator's recommendation regarding the future status of the teacher to be forwarded to the Personnel Office.

Signature Section

This section should include the following statement:

"Signature below signifies only receipt and delivery of this memorandum."

Teacher's Signature

Date

Evaluating Administrator's Signature

Date

Copy Distribution

- Employee Personnel File
- Any resource personnel mentioned in plan



4 Elements of an Effective Educator's Evaluation Tool

Educator Observation

School:		Educator:	
Grade or Subject:		Evaluator:	
Date:		# of Students:	
Time In:		Time Out:	

Instructions:	The evaluating administrator shall complete this part of the Educator evaluation based on the 4 Elements of Effective Evaluation. Space may be adjusted as needed. This evaluation is based on the following written observations and/or other data.
Lesson Objective:	
Description:	
Element 1: The Learner:	The effective Educator has high expectations for students and develops lessons that will engage and challenge students. The Educator understands diverse student learning needs, how learning develops, and plans instruction that is appropriate and individualized. The effective Educator creates a safe, respectful, and academically challenging classroom.
Standard 1.1: Learner Development	The Educator understands how students grow and develop, and uses that knowledge to create developmentally appropriate instruction. The Educator regularly assesses individual and group performance in order to design and modify instruction. The Educator collaborates with colleagues, families, the community, and other stakeholders to promote student growth and development.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely assesses student performance on an individual basis and/or in group work. Instruction is rarely designed to match learner development.	<input type="checkbox"/> The Educator sometimes assesses student performance on an individual basis and/or in group work. Instruction is sometimes designed to match learner development.	<input type="checkbox"/> The Educator regularly assesses student performance on an individual basis and/or in group work. Instruction is regularly designed to match learner development.	<input type="checkbox"/> The Educator almost always assesses student performance on an individual basis and/or in group work. Instruction is almost always designed to match learner development.
<input type="checkbox"/> The Educator rarely exhibits knowledge of developmentally appropriate instruction, and rarely uses that information	<input type="checkbox"/> The Educator sometimes exhibits knowledge of developmentally appropriate instruction, and	<input type="checkbox"/> The Educator regularly exhibits knowledge of developmentally appropriate instruction, and	<input type="checkbox"/> The Educator almost always exhibits knowledge of developmentally appropriate instruction, and almost

Educator Observation

to plan appropriate learning experiences.	sometimes uses that information to plan appropriate learning experiences.	regularly uses that information to plan appropriate learning experiences.	always uses that information to plan appropriate learning experiences.
<input type="checkbox"/> The Educator rarely collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is rarely used to individualize learning experiences.	<input type="checkbox"/> The Educator sometimes collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is sometimes used to individualize learning experiences..	<input type="checkbox"/> The Educator regularly collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is regularly used to individualize learning experiences.	<input type="checkbox"/> The Educator almost always collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is almost always used to individualize learning experiences.

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Creating developmentally appropriate instruction	<input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Lesson plans reflect understanding of student prerequisite knowledge/skill <input type="checkbox"/> Lesson plans reflect educator familiarity with wide range of pedagogical techniques <input type="checkbox"/> Lesson plans reflect variety of developmentally appropriate instructional approaches <input type="checkbox"/> Educator reflections on individual learner development
Adapting instruction to meet student needs	<input type="checkbox"/> Learning Styles Inventories <input type="checkbox"/> Student work samples <input type="checkbox"/> Lesson plans with adaptations identified
Collaboration with stakeholders	<input type="checkbox"/> Conference notes with colleagues <input type="checkbox"/> Parent-teacher conference schedule <input type="checkbox"/> Parent-teacher conference notes/summary <input type="checkbox"/> Community/stakeholder input
Other	
Comments	

Educator Observation

Standard 1.2: Learning Differences	The Educator designs, adapts, and delivers instruction to address diverse learning strengths and needs, and creates opportunities for students to demonstrate learning in various ways. The Educator finds techniques to build on prior knowledge of students.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely displays understanding of diverse student skills and learning needs, and rarely uses this knowledge to address student needs.	<input type="checkbox"/> The Educator sometimes displays understanding of diverse student skills and learning needs, and sometimes uses this knowledge to address student needs.	<input type="checkbox"/> The Educator regularly displays understanding of diverse student skills and learning needs, and regularly uses this knowledge to address student needs.	<input type="checkbox"/> The Educator almost always displays understanding of diverse student skills and learning needs, and almost always uses this knowledge to address student needs.
<input type="checkbox"/> The Educator rarely reflects on how prior knowledge of students can be important to new learning. No practices are in place to build on prior knowledge.	<input type="checkbox"/> The Educator sometimes reflects on how prior knowledge of students can be important to new learning. Some practices are in place to build on prior knowledge.	<input type="checkbox"/> The Educator regularly reflects on how prior knowledge of students can be important to new learning. Practices are in place, and are used, to build on prior knowledge.	<input type="checkbox"/> The Educator almost always reflects on how prior knowledge of students can be important to new learning. Practices are in place, and are almost always used, to build on prior knowledge.

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Learning Differences	<input type="checkbox"/> Student and/or parent surveys <input type="checkbox"/> Student writing <input type="checkbox"/> Attendance data <input type="checkbox"/> Student reflection/writing <input type="checkbox"/> Classroom rules and procedures established collaboratively <input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> MTSS utilized <input type="checkbox"/> Meetings with Special Education and/or ESOL Educators for additional student support <input type="checkbox"/> Participation in IEP, Individual Learning Plans, and SIT meetings <input type="checkbox"/> Lesson plans reflect familiarity with wide range of pedagogical techniques <input type="checkbox"/> Student developed rubrics
Methods to build on prior knowledge	<input type="checkbox"/> Models of recent student work posted in either classrooms or hallways <input type="checkbox"/> Feedback to students <input type="checkbox"/> Student work samples <input type="checkbox"/> Pre-tests and/or post-tests
Other	
Comments	

Educator Observation

Standard 1.3: Learning Environment	The Educator works to create an environment that supports learning and encourages positive social interaction, active engagement, and self-motivation. The Educator manages student behavior and maintains a safe, respectful, and academically challenging classroom.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely collaborates to develop a positive learning climate. The Educator rarely enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator sometimes collaborates to develop a positive learning climate. The Educator sometimes enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator regularly collaborates to develop a positive learning climate. The Educator regularly enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator almost always collaborates to develop a positive learning climate. The Educator almost always enables students to develop positive social interactions and active engagement in learning.
<input type="checkbox"/> The Educator rarely creates a classroom that is safe and one in which learning is accessible to students.	<input type="checkbox"/> The Educator sometimes creates a classroom that is safe and one in which learning is accessible to students.	<input type="checkbox"/> The Educator regularly creates a classroom that is safe and one in which learning is accessible to all students.	<input type="checkbox"/> The Educator almost always creates a classroom that is safe and one in which learning is accessible to students.
<input type="checkbox"/> The Educator is rarely aware of student behavior. Students are rarely expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is sometimes aware of student behavior. Students are sometimes expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is regularly aware of student behavior. Students are regularly expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is almost always aware of student behavior. Students are almost always expected to monitor personal and peer behaviors.

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Managing student behavior	<input type="checkbox"/> Discipline policy is clear and posted <input type="checkbox"/> Immediate response to student issues <input type="checkbox"/> Discipline referrals to office <input type="checkbox"/> Meets with parents <input type="checkbox"/> Responses to parent concerns are handled with professionalism and cultural sensitivity
Positive learning climate	<input type="checkbox"/> Classroom rules and procedures established collaboratively <input type="checkbox"/> Electronic communication with students, parents <input type="checkbox"/> Conducts home visits <input type="checkbox"/> Student work is displayed and current <input type="checkbox"/> Provides classroom rituals and routines which promote positive student interactions <input type="checkbox"/> System for non-instructional duties is in place and students assume responsibility for completion <input type="checkbox"/> Transitions occur smoothly during the instruction
Safe environment	<input type="checkbox"/> Physical space can be re-arranged to support student learning

Educator Observation

	<input type="checkbox"/> Participates in safety drills <input type="checkbox"/> Behavior/office referrals <input type="checkbox"/> Provide psychological support and physical space to enhance student learning
Other	
Comments	

Educator Observation

Element 2: The Knowledge:	The Educator comprehends the major concepts of the discipline taught and the appropriate tools of inquiry related to that discipline. The Educator translates that knowledge into relevant learning objectives for students. Learning experiences are created that make this knowledge accessible, relevant, and meaningful.
Standard 2.1: Knowledge of Content	The Educator demonstrates a thorough knowledge of the content. The Educator guides students through learning progressions and achievement of content standards. The Educator encourages students to question and analyze ideas from diverse perspectives. The Educator encourages students to reflect on prior knowledge and skills, and link familiar concepts to new concepts.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator displays limited knowledge of the discipline and rarely corrects misconceptions of students.	<input type="checkbox"/> The Educator displays some knowledge of the discipline and sometimes corrects misconceptions of students.	<input type="checkbox"/> The Educator regularly displays knowledge of the discipline and regularly corrects misconceptions of students.	<input type="checkbox"/> The Educator almost always displays knowledge of the discipline and almost always corrects misconceptions of students.
<input type="checkbox"/> The Educator rarely utilizes content standards to guide students through logical learning progressions.	<input type="checkbox"/> The Educator sometimes utilizes content standards to guide students through logical learning progressions.	<input type="checkbox"/> The Educator regularly utilizes content standards to guide students through logical learning progressions.	<input type="checkbox"/> The Educator almost always utilizes content standards to guide students through logical learning progressions.
<input type="checkbox"/> The Educator rarely engages students in learning experiences that suggest higher cognitive levels of thinking.	<input type="checkbox"/> The Educator sometimes engages students in learning experiences that suggest higher cognitive levels of thinking. Analysis of diverse viewpoints is sometimes included.	<input type="checkbox"/> The Educator regularly engages students in learning experiences that suggest higher cognitive levels of thinking. Analysis of diverse viewpoints is regularly included.	<input type="checkbox"/> The Educator almost always engages students in learning experiences that require higher cognitive levels of thinking. Analysis of diverse viewpoints is almost always included and students may justify the results.
<input type="checkbox"/> The Educator rarely requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator rarely provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator sometimes requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator sometimes provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator regularly requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator regularly provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator almost always requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator almost always provides instruction that is relevant to student experiences.

Educator Observation

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Demonstrate content knowledge	<input type="checkbox"/> Curriculum committee work documentation <input type="checkbox"/> Educator developed assessments and rubrics <input type="checkbox"/> Student writing across the content areas <input type="checkbox"/> Feedback to students <input type="checkbox"/> List of readings/research
Utilize content standards	<input type="checkbox"/> Lesson plans aligned to content standards (local, state, national levels) and are followed <input type="checkbox"/> Written and/or posted objectives and standards <input type="checkbox"/> Curriculum alignment documents (educator, building and/or district)
Link new learning to prior knowledge	<input type="checkbox"/> Lesson plans reflect understanding of prerequisite knowledge <input type="checkbox"/> Student work samples <input type="checkbox"/> Data from pre and post tests <input type="checkbox"/> Student involvement in classroom developed activities
Higher order thinking	<input type="checkbox"/> Educator questioning at higher levels <input type="checkbox"/> Projects including analysis, evaluation, synthesis, and creation <input type="checkbox"/> Student reflection <input type="checkbox"/> Student work exhibits higher cognitive level of thinking
Other	
Comments	

Educator Observation

Standard 2.2: Content Application	The Educator understands how to connect concepts and uses various perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to real world issues. The Educator engages students in the following areas: applying content knowledge in real world problems; questioning and challenging assumptions; applying higher order cognitive skills for problem solving; generating and evaluating new ideas and approaches; and developing original work. The Educator develops projects that guide students in analyzing the complexities of an issue or in applying cross disciplinary skills.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely attempts to show how interdisciplinary themes connect to core subjects, and rarely develops meaningful learning experiences for students that show the connection.	<input type="checkbox"/> The Educator sometimes attempts to show how interdisciplinary themes connect to core subjects, and sometimes develops meaningful learning experiences for students that show the connections.	<input type="checkbox"/> The Educator regularly attempts to show how interdisciplinary themes connect to core subjects, and regularly develops meaningful learning experiences for students that show the connections.	<input type="checkbox"/> The Educator almost always attempts to show how interdisciplinary themes connect to core subjects, and almost always develops meaningful learning experiences for students that show the connections.
<input type="checkbox"/> The Educator rarely develops a project/problem related to real-world issues. Students are rarely required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	<input type="checkbox"/> The Educator sometimes develops a project/problem related to real-world issues. Students are sometimes required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	<input type="checkbox"/> The Educator regularly develops a project/problem related to real-world issues. Students are regularly required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	<input type="checkbox"/> The Educator almost always develops a project/problem related to real-world issues. Students are almost always required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Interdisciplinary connections	<input type="checkbox"/> Lesson plans reflect a familiarity of wide range of interdisciplinary techniques <input type="checkbox"/> Educator meetings to design cross curricular projects <input type="checkbox"/> Student projects reflect cross curricular involvement <input type="checkbox"/> Co-curricular performances tied to subject area
Real-world issues with critical thinking and problem solving	<input type="checkbox"/> Educator uses wait time to allow students to respond to questions <input type="checkbox"/> Students engaged in classroom discussions and questioning <input type="checkbox"/> Student created videos <input type="checkbox"/> Problem-solving assignments with student responses <input type="checkbox"/> Learning target or student objective is posted and

Educator Observation

	<p>communicated</p> <p><input type="checkbox"/> Portfolio of projects showing real world applications to topics</p> <p><input type="checkbox"/> Educator questions using higher levels of cognitive thinking</p> <p><input type="checkbox"/> Technology use by students and teachers to increase participation/engagement</p>
Other	
Comments	

Educator Observation

Element 3: The Instruction:	The effective Educator understands the need for planning instruction that is developmentally appropriate, engaging, and challenging for students. The effective Educator utilizes a variety of instructional methods and strategies to engage students in learning. The Educator also designs multiple assessments to gauge student achievement and then uses the data to modify and improve instruction.
Standard 3.1: Planning	The Educator individually and collaboratively plans learning experiences that are appropriate for curriculum goals and content standards. The Educator plans how to achieve student learning goals by choosing appropriate accommodations and resources, and by differentiating instruction as needed.. The Educator plans multiple methods for students to demonstrate knowledge and skill.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely plans instruction aligned to learning goals and content standards.	<input type="checkbox"/> The Educator sometimes plans instruction aligned to learning goals and content standards.	<input type="checkbox"/> The Educator regularly plans instruction aligned to learning goals and content standards.	<input type="checkbox"/> The Educator almost always plans instruction aligned to learning goals and content standards.
<input type="checkbox"/> The Educator rarely plans appropriate accommodations and resources to meet learning targets, and rarely differentiates instruction, as needed.	<input type="checkbox"/> The Educator sometimes plans appropriate accommodations and resources to meet learning targets, and sometimes differentiates instruction, as needed.	<input type="checkbox"/> The Educator regularly plans appropriate accommodations and resources to meet learning targets, and regularly differentiates instruction, as needed.	<input type="checkbox"/> The Educator almost always plans appropriate accommodations and resources to meet learning targets, and almost always differentiates instruction, as needed.
<input type="checkbox"/> The Educator rarely plans multiple methods for students to demonstrate knowledge and standard achievement.	<input type="checkbox"/> The Educator sometimes plans multiple methods for students to demonstrate knowledge and standard achievement.	<input type="checkbox"/> The Educator regularly plans multiple methods for students to demonstrate knowledge and standard achievement.	<input type="checkbox"/> The Educator almost always plans multiple methods for students to demonstrate knowledge and standard achievement.

What is Demonstrated?	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Multiple methods to demonstrate mastery/standard achievement	<input type="checkbox"/> Educator directions and procedures are clear to students <input type="checkbox"/> Classroom observations <input type="checkbox"/> Educator reflections <input type="checkbox"/> Assessment data (classroom
Standards-based instruction	<input type="checkbox"/> Student objectives are posted and communicated <input type="checkbox"/> Lesson plans are complete with standard, objective, and assessments noted <input type="checkbox"/> Educator and student reflections

Educator Observation

	<input type="checkbox"/> Lesson plans show relevant standards for lesson taught <input type="checkbox"/> Student work links directly to standard(s) of the lesson
Appropriate resources and accommodations	<input type="checkbox"/> Learning activities are differentiated for individual learners <input type="checkbox"/> Technology utilized to deliver and enhance instruction <input type="checkbox"/> Educator spoken and written language is correct and conforms to standard English <input type="checkbox"/> Review of student IEP or Individual Learning Plans and makes accommodations <input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs <input type="checkbox"/> Collaborates with support personnel to make modifications
Other	
Comments	

Educator Observation

Standard 3.2: Assessment	Multiple methods of assessment are used to monitor student progress, and to guide Educator and learner decision making. The effective Educator engages learners in understanding and identifying quality work, provides feedback to guide progress toward that work, and modifies instruction, as needed.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely utilizes multiple methods of assessment to monitor progress and guide decision making.	<input type="checkbox"/> The Educator sometimes utilizes multiple methods of assessment to monitor progress and guide decision making.	<input type="checkbox"/> The Educator regularly utilizes multiple methods of assessment to monitor progress and guide decision making.	<input type="checkbox"/> The Educator almost always utilizes multiple methods of assessment to monitor progress and guide decision making.
<input type="checkbox"/> The Educator rarely ensures that students are aware of the criteria and standards on which work will be assessed, and students are rarely involved in development of the criteria for the lesson.	<input type="checkbox"/> The Educator sometimes ensures that students are aware of the criteria and standards on which work will be assessed, and students are sometimes involved in development of the criteria for the lesson.	<input type="checkbox"/> The Educator regularly ensures that students are aware of the criteria and standards on which work will be assessed, and students are regularly involved in development of the criteria for the lesson.	<input type="checkbox"/> The Educator almost always ensures that students are aware of the criteria and standards on which work will be assessed, and students are almost always involved in development of the criteria for the lesson.
<input type="checkbox"/> The Educator rarely uses feedback to help guide the student through the learning process.	<input type="checkbox"/> The Educator sometimes uses feedback to help guide the student through the learning process.	<input type="checkbox"/> The Educator regularly uses feedback to help guide the student through the learning process.	<input type="checkbox"/> The Educator almost always uses feedback to help guide the student through the learning process.

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Standards, assessment, and feedback	<input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs <input type="checkbox"/> Educator provides frequent information to parents regarding student progress <input type="checkbox"/> Students understand how work will be assessed <input type="checkbox"/> Rubrics and standards are posted before work begins <input type="checkbox"/> Educator performs progress monitoring for all students <input type="checkbox"/> Consistent <input type="checkbox"/> Formative and summative assessments are used <input type="checkbox"/> Student presentations <input type="checkbox"/> Lesson plans link student activities to assessment results <input type="checkbox"/> Written feedback on student work <input type="checkbox"/> Educator/student conferences
Other	
Comments	

Educator Observation

Standard 3.3: Strategies	The Educator uses appropriate strategies to adapt instruction to the needs of the individual student and groups of students. The Educator provides multiple models and representations of concepts and skills. The Educator uses a variety of methods to engage learners. The Educator facilitates the use of current tools, resources, and technology to maximize content learning in varied contexts. Technology is integrated and utilized in instruction and learning.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator sometimes selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator regularly selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator almost always selects strategies that directly address the learning styles of students.
<input type="checkbox"/> The Educator rarely utilizes multiple models and representations to provide instruction. Students are rarely cognitively engaged.	<input type="checkbox"/> The Educator sometimes utilizes multiple models and representations to provide instruction. Students are sometimes cognitively engaged.	<input type="checkbox"/> The Educator regularly utilizes multiple models and representations to provide instruction. Students are regularly cognitively engaged.	<input type="checkbox"/> The Educator almost always utilizes multiple models and representations to provide instruction. Students are almost always cognitively engaged.
<input type="checkbox"/> The Educator rarely uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is rarely modeled.	<input type="checkbox"/> The Educator sometimes uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is sometimes modeled.	<input type="checkbox"/> The Educator regularly uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is regularly modeled.	<input type="checkbox"/> The Educator almost always uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is almost always modeled.

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Strategies and multiple methods; 21st Century model	<input type="checkbox"/> Students take the initiative in planning or adapting activity or project to enhance learning. <input type="checkbox"/> Student led classroom discussions <input type="checkbox"/> Lesson plans outline instructional strategies <input type="checkbox"/> Lesson plans show how strategies are used for scaffolding/differentiation <input type="checkbox"/> Educator reflection <input type="checkbox"/> Student work reflects use of higher level thinking skills <input type="checkbox"/> Examples of a process or product <input type="checkbox"/> Graphic organizers for understanding <input type="checkbox"/> Non-linguistics representations <input type="checkbox"/> Summarizing activities <input type="checkbox"/> Reward or praise for effort and/or accomplishments at targeted levels of performance <input type="checkbox"/> Student growth log <input type="checkbox"/> Technology integration plan

Educator Observation

	<input type="checkbox"/> 21st Century instructional model
Other	
Comments	

Educator Observation

Element 4: The Professional:	The effective Educator engages in ongoing professional learning and uses that knowledge to continually reflect on and modify practice. The Educator takes an active role on the instructional team by giving and receiving feedback from all stakeholders (students, parents, colleagues, and administrators). The professional Educator displays honesty and integrity in interactions with students, parents, colleagues, and the public.
Standard 4.1: Professionalism and Professional Learning	The Educator engages in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local, state, and national standards. A variety of data is used to evaluate outcomes of teaching and learning, and to adapt planning and practice.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely engages in professional learning. The professional learning is rarely aligned with the needs of the school and/or district.	<input type="checkbox"/> The Educator sometimes engages in professional learning. The professional learning may be aligned with the needs of the school and/or district.	<input type="checkbox"/> The Educator regularly seeks professional learning to enhance his/her knowledge base or pedagogy skills. The professional learning is aligned with school and/or district needs.	<input type="checkbox"/> The Educator almost always seeks professional learning to enhance his/her knowledge base or pedagogy skills
<input type="checkbox"/> The Educator relies on one or two forms of data to evaluate teaching. Reflection is rarely utilized and new knowledge rarely applied.	<input type="checkbox"/> The Educator relies on one or two forms of data to evaluate teaching. Reflection is sometimes utilized but only a few, general suggestions to improve are applied.	<input type="checkbox"/> The Educator regularly relies on several forms of data to evaluate teaching. Reflection is regularly utilized and a few, specific concepts are applied to improve instruction.	<input type="checkbox"/> The Educator almost always relies on multiple forms of data to evaluate teaching. Reflection with colleagues is almost always utilized and specific suggestions are applied to improve instruction.

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Engages in meaningful professional development	<input type="checkbox"/> Participation in district professional development <input type="checkbox"/> Participates in and support of district initiatives <input type="checkbox"/> Share information gained from professional development with staff members <input type="checkbox"/> Written evaluation of a professional learning experience <input type="checkbox"/> Video recording of teaching with feedback from a colleague or administrator <input type="checkbox"/> Professional development aligned with goals
Relies on variety of data to reflect on practice	<input type="checkbox"/> Professional portfolio <input type="checkbox"/> Educator reflection <input type="checkbox"/> Student assessment scores <input type="checkbox"/> Student evaluations <input type="checkbox"/> Parent surveys <input type="checkbox"/> Videotapes of lessons

Educator Observation

	<input type="checkbox"/> Analyzing student formative and summative assessment data to see impact on student growth
Other	
Comments	

Educator Observation

Standard 4.2: Leadership	The Educator takes an active role on the instructional team, giving and receiving feedback on practice. The Educator displays honesty and integrity in interactions with students, parents, colleagues, and the community. The Educator complies with school and district regulations. The Educator works with colleagues and district personnel to build ongoing connections with community resources to enhance student learning and well-being.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely makes an effort to share knowledge with colleagues and rarely assumes any responsibility for professional learning. The Educator rarely gets involved with school and district activities.	<input type="checkbox"/> The Educator sometimes meets with the instructional team and receives feedback, but makes limited changes to practice. The Educator participates in school and district activities when asked.	<input type="checkbox"/> The Educator regularly meets with the instructional team, receives feedback, and makes notable changes to practice. The Educator regularly participates in school and district activities.	<input type="checkbox"/> The Educator almost always initiates discussions with members of the instructional team and acts on feedback received. Changes to practice almost always occur. The Educator almost always volunteers and participates in school and district activities and takes on a leadership role.
<input type="checkbox"/> The Educator interactions are rarely appropriate, and show favoritism or disregard for the culture of the student. Confidential information is shared.	<input type="checkbox"/> The Educator interactions are sometimes appropriate, but sometimes show favoritism or disregard for the culture of the student. Confidential information is sometimes shared.	<input type="checkbox"/> The Educator regularly interacts in a caring and respectful manner. Students regularly exhibit respect for the educator. Confidential information is not shared.	<input type="checkbox"/> The Educator almost always interacts in a positive, supportive manner and displays respect. Students almost always trust the Educator with personal information. Confidential information is not shared.
<input type="checkbox"/> The Educator rarely complies with local, state, and national regulations.	<input type="checkbox"/> The Educator sometimes has to be reminded to comply with local, state, and national regulations.	<input type="checkbox"/> The Educator regularly complies with local, state, and national regulations.	<input type="checkbox"/> The Educator almost always complies with local, state, and national regulations. The Educator will also conduct research on policy to determine impact the classroom.
<input type="checkbox"/> The Educator rarely attempts to engage community stakeholders in the instructional program.	<input type="checkbox"/> The Educator sometimes attempts to engage community stakeholders and use community stakeholder resources to improve the instructional program.	<input type="checkbox"/> The Educator regularly works with stakeholders in the community to enlist support for improving the instructional program.	<input type="checkbox"/> The Educator almost always works with stakeholders in the community to enlist support for improving the instructional program. Students contribute ideas for projects that are used in the lessons.

Educator Observation

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Takes active role on instructional team and with community	<input type="checkbox"/> Supervises and effectively utilizes para-educators <input type="checkbox"/> Attends school events <input type="checkbox"/> Volunteers and serves on committees and school projects <input type="checkbox"/> Notes from meeting with mentors/mentees <input type="checkbox"/> Minutes of meetings (IEP, PLC, SIT, Title I, etc.) <input type="checkbox"/> Participates in PLCs and/or school and district committees <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> Participation in Educator Leader teams <input type="checkbox"/> Earning a Educator Leader endorsement on teaching license <input type="checkbox"/> Agendas created by the educator in a team leadership role <input type="checkbox"/> Parent contact information (log of phone calls, emails, etc.)
Displays honesty and integrity	<input type="checkbox"/> Maintains confidentiality regarding student and personnel issues <input type="checkbox"/> Written communications are clearly written, no errors, and convey information in positive manner <input type="checkbox"/> Emails are sent in a timely manner, content is appropriate, and the Educator answers the questions <input type="checkbox"/> Copies of emails, letters, and newsletters.
Complies with regulations	<input type="checkbox"/> Willingly complies with school and district regulations <input type="checkbox"/> Punctual to school <input type="checkbox"/> Punctual and attends faculty meetings <input type="checkbox"/> Reports are completed accurately and on time <input type="checkbox"/> Grades are current in student management system <input type="checkbox"/> Student records are completed in a timely manner
Other	
Comments	

Acknowledgement

I have read this Observation form, and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The teacher has ten (10) working days after presentation to respond in writing)	
Educator Signature:	Evaluator Signature:
Date:	Date:



4 Elements of an Effective Educator's Evaluation Tool

Summative Evaluation

School:		Educator:	
School Year:		Evaluator:	
Date:			

STANDARD 1.1 LEARNER DEVELOPMENT

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Creating developmentally appropriate instruction	[]	[]	[]	[]
Adapting Instruction to meet student needs	[]	[]	[]	[]
Collaboration with stakeholders	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Creating developmentally appropriate instruction	<input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Lesson plans reflect understanding of student prerequisite knowledge/skill <input type="checkbox"/> Lesson plans reflect educator familiarity with wide range of pedagogical techniques <input type="checkbox"/> Lesson plans reflect variety of developmentally appropriate instructional approaches <input type="checkbox"/> Educator reflections on individual learner development
Adapting instruction to meet student needs	<input type="checkbox"/> Learning Styles Inventories <input type="checkbox"/> Student work samples <input type="checkbox"/> Lesson plans with adaptations identified
Collaboration with stakeholders	<input type="checkbox"/> Conference notes with colleagues <input type="checkbox"/> Parent-teacher conference schedule <input type="checkbox"/> Parent-teacher conference notes/summary <input type="checkbox"/> Community/stakeholder input
Other	
Comments	

Summative Evaluation

STANDARD 1.2 LEARNING DIFFERENCES

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Learning differences	[]	[]	[]	[]
Methods to build on prior knowledge	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Learning Differences	<input type="checkbox"/> Student and/or parent surveys <input type="checkbox"/> Student writing <input type="checkbox"/> Attendance data <input type="checkbox"/> Student reflection/writing <input type="checkbox"/> Classroom rules and procedures established collaboratively <input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> MTSS utilized <input type="checkbox"/> Meetings with Special Education and/or ESOL Educators for additional student support <input type="checkbox"/> Participation in IEP, Individual Learning Plans, and SIT meetings <input type="checkbox"/> Lesson plans reflect familiarity with wide range of pedagogical techniques <input type="checkbox"/> Student developed rubrics
Methods to build on prior knowledge	<input type="checkbox"/> Models of recent student work posted in either classrooms or hallways <input type="checkbox"/> Feedback to students <input type="checkbox"/> Student work samples <input type="checkbox"/> Pre-tests and/or post-tests
Other	
Comments	

Summative Evaluation

STANDARD 1.3 LEARNING ENVIRONMENT

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Managing student behavior	[]	[]	[]	[]
Positive learning climate	[]	[]	[]	[]
Safe environment	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Managing student behavior	<input type="checkbox"/> Discipline policy is clear and posted <input type="checkbox"/> Immediate response to student issues <input type="checkbox"/> Discipline referrals to office <input type="checkbox"/> Meets with parents <input type="checkbox"/> Responses to parent concerns are handled with professionalism and cultural sensitivity
Positive learning climate	<input type="checkbox"/> Classroom rules and procedures established collaboratively <input type="checkbox"/> Electronic communication with students, parents <input type="checkbox"/> Conducts home visits <input type="checkbox"/> Student work is displayed and current <input type="checkbox"/> Provides classroom rituals and routines which promote positive student interactions <input type="checkbox"/> System for non-instructional duties is in place and students assume responsibility for completion <input type="checkbox"/> Transitions occur smoothly during the instruction
Safe environment	<input type="checkbox"/> Physical space can be re-arranged to support student learning <input type="checkbox"/> Participates in safety drills <input type="checkbox"/> Behavior/office referrals <input type="checkbox"/> Provide psychological support and physical space to enhance student learning
Other	
Comments	

Summative Evaluation

STANDARD 2.1 KNOWLEDGE OF CONTENT

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Demonstrate content knowledge	[]	[]	[]	[]
Utilize content standards	[]	[]	[]	[]
Link new learning to prior knowledge	[]	[]	[]	[]
Higher order thinking	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Demonstrate content knowledge	<input type="checkbox"/> Curriculum committee work documentation <input type="checkbox"/> Educator developed assessments and rubrics <input type="checkbox"/> Student writing across the content areas <input type="checkbox"/> Feedback to students <input type="checkbox"/> List of readings/research
Utilize content standards	<input type="checkbox"/> Lesson plans aligned to content standards (local, state, national levels) and are followed <input type="checkbox"/> Written and/or posted objectives and standards <input type="checkbox"/> Curriculum alignment documents (educator, building and/or district)
Link new learning to prior knowledge	<input type="checkbox"/> Lesson plans reflect understanding of prerequisite knowledge <input type="checkbox"/> Student work samples <input type="checkbox"/> Data from pre and post tests <input type="checkbox"/> Student involvement in classroom developed activities
Higher order thinking	<input type="checkbox"/> Educator questioning at higher levels <input type="checkbox"/> Projects including analysis, evaluation, synthesis, and creation <input type="checkbox"/> Student reflection <input type="checkbox"/> Student work exhibits higher cognitive level of thinking
Other	
Comments	

Summative Evaluation

STANDARD 2.2 CONTENT APPLICATION

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Interdisciplinary connections	[]	[]	[]	[]
Real-world issues with critical thinking and problem solving	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Interdisciplinary connections	<input type="checkbox"/> Lesson plans reflect a familiarity of wide range of interdisciplinary techniques <input type="checkbox"/> Educator meetings to design cross curricular projects <input type="checkbox"/> Student projects reflect cross curricular involvement <input type="checkbox"/> Co-curricular performances tied to subject area
Real-world issues with critical thinking and problem solving	<input type="checkbox"/> Educator uses wait time to allow students to respond to questions <input type="checkbox"/> Students engaged in classroom discussions and questioning <input type="checkbox"/> Student created videos <input type="checkbox"/> Problem-solving assignments with student responses <input type="checkbox"/> Learning target or student objective is posted and communicated <input type="checkbox"/> Portfolio of projects showing real world applications to topics <input type="checkbox"/> Educator questions using higher levels of cognitive thinking <input type="checkbox"/> Technology use by students and teachers to increase participation/engagement
Other	
Comments	

Summative Evaluation

STANDARD 3.1 PLANNING

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Multiple methods to demonstrate mastery/standard achievement	[]	[]	[]	[]
Standards-based instruction	[]	[]	[]	[]
Appropriate resources & accommodations	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Multiple methods to demonstrate mastery/standard achievement	<input type="checkbox"/> Educator directions and procedures are clear to students <input type="checkbox"/> Classroom observations <input type="checkbox"/> Educator reflections <input type="checkbox"/> Assessment data (classroom
Standards-based instruction	<input type="checkbox"/> Student objectives are posted and communicated <input type="checkbox"/> Lesson plans are complete with standard, objective, and assessments noted <input type="checkbox"/> Educator and student reflections <input type="checkbox"/> Lesson plans show relevant standards for lesson taught <input type="checkbox"/> Student work links directly to standard(s) of the lesson
Appropriate resources and accommodations	<input type="checkbox"/> Learning activities are differentiated for individual learners <input type="checkbox"/> Technology utilized to deliver and enhance instruction <input type="checkbox"/> Educator spoken and written language is correct and conforms to standard English <input type="checkbox"/> Review of student IEP or Individual Learning Plans and makes accommodations <input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs <input type="checkbox"/> Collaborates with support personnel to make modifications
Other	
Comments	

Summative Evaluation

STANDARD 3.2 ASSESSMENT

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Utilizing assessments for progress & decision making	[]	[]	[]	[]
Student awareness of criteria & standards	[]	[]	[]	[]
Student Feedback	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Standards, assessment, and feedback	<input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs <input type="checkbox"/> Educator provides frequent information to parents regarding student progress <input type="checkbox"/> Students understand how work will be assessed <input type="checkbox"/> Rubrics and standards are posted before work begins <input type="checkbox"/> Educator performs progress monitoring for all students <input type="checkbox"/> Consistent <input type="checkbox"/> Formative and summative assessments are used <input type="checkbox"/> Student presentations <input type="checkbox"/> Lesson plans link student activities to assessment results <input type="checkbox"/> Written feedback on student work <input type="checkbox"/> Educator/student conferences
Other	
Comments	

Summative Evaluation

STANDARD 3.3 STRATEGIES

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Educator Strategies	[]	[]	[]	[]
Utilizing multiple methods	[]	[]	[]	[]
21st Century Learning	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Strategies and multiple methods; 21st Century model	<input type="checkbox"/> Students take the initiative in planning or adapting activity or project to enhance learning. <input type="checkbox"/> Student led classroom discussions <input type="checkbox"/> Lesson plans outline instructional strategies <input type="checkbox"/> Lesson plans show how strategies are used for scaffolding/differentiation <input type="checkbox"/> Educator reflection <input type="checkbox"/> Student work reflects use of higher level thinking skills <input type="checkbox"/> Examples of a process or product <input type="checkbox"/> Graphic organizers for understanding <input type="checkbox"/> Non-linguistics representations <input type="checkbox"/> Summarizing activities <input type="checkbox"/> Reward or praise for effort and/or accomplishments at targeted levels of performance <input type="checkbox"/> Student growth log <input type="checkbox"/> Technology integration plan <input type="checkbox"/> 21st Century instructional model
Other	
Comments	

Summative Evaluation

STANDARD 4.1 PROFESSIONALISM AND PROFESSIONAL LEARNING

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Educator participates in professional development that is aligned with individual, local, state, and national needs.	[]	[]	[]	[]
Educator relies on a variety of data to evaluate teaching practice.	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Engages in meaningful professional development	<input type="checkbox"/> Participation in district professional development <input type="checkbox"/> Participates in and support of district initiatives <input type="checkbox"/> Share information gained from professional development with staff members <input type="checkbox"/> Written evaluation of a professional learning experience <input type="checkbox"/> Video recording of teaching with feedback from a colleague or administrator <input type="checkbox"/> Professional development aligned with goals
Relies on variety of data to reflect on practice	<input type="checkbox"/> Professional portfolio <input type="checkbox"/> Educator reflection <input type="checkbox"/> Student assessment scores <input type="checkbox"/> Student evaluations <input type="checkbox"/> Parent surveys <input type="checkbox"/> Videotapes of lessons <input type="checkbox"/> Analyzing student formative and summative assessment data to see impact on student growth
Other	
Comments	

Summative Evaluation

STANDARD 4.2 LEADERSHIP

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Takes active role on instructional team & with community	[]	[]	[]	[]
Displays honesty & integrity	[]	[]	[]	[]
Complies with regulations	[]	[]	[]	[]
Engages stakeholders	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator may include, but are not limited to:
Takes active role on instructional team and with community	<input type="checkbox"/> Supervises and effectively utilizes para-educators <input type="checkbox"/> Attends school events <input type="checkbox"/> Volunteers and serves on committees and school projects <input type="checkbox"/> Notes from meeting with mentors/mentees <input type="checkbox"/> Minutes of meetings (IEP, PLC, SIT, Title I, etc.,) <input type="checkbox"/> Participates in PLCs and/or school and district committees <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> Participation in Educator Leader teams <input type="checkbox"/> Earning a Educator Leader endorsement on teaching license <input type="checkbox"/> Agendas created by the educator in a team leadership role <input type="checkbox"/> Parent contact information (log of phone calls, emails, etc.)
Displays honesty and integrity	<input type="checkbox"/> Maintains confidentiality regarding student and personnel issues <input type="checkbox"/> Written communications are clearly written, no errors, and convey information in positive manner <input type="checkbox"/> Emails are sent in a timely manner, content is appropriate, and the Educator answers the questions <input type="checkbox"/> Copies of emails, letters, and newsletters.
Complies with regulations	<input type="checkbox"/> Willingly complies with school and district regulations <input type="checkbox"/> Punctual to school <input type="checkbox"/> Punctual and attends faculty meetings <input type="checkbox"/> Reports are completed accurately and on time <input type="checkbox"/> Grades are current in student management system <input type="checkbox"/> Student records are completed in a timely manner
Other	
Comments	

I have read this Summative Evaluation, and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The teacher has ten (10) working days after presentation to respond in writing.)	
Educator Signature:	Evaluator Signature:
Date:	Date:



4 Elements of an Effective Educator's Evaluation Tool

Self Evaluation

School:		Educator:	
Grade or Subject:		Evaluator:	
Date:		# of Students:	
Time In:		Time Out:	

Instructions:	The teacher may complete this part of the Educator evaluation based on the 4 <i>Elements of Effective Evaluation</i> . Space may be adjusted as needed.
Element 1: The Learner:	The effective Educator has high expectations for students and develops lessons that will engage and challenge students. The Educator understands diverse student learning needs, how learning develops, and plans instruction that is appropriate and individualized. The effective Educator creates a safe, respectful, and academically challenging classroom.
Standard 1.1: Learner Development	The Educator understands how students grow and develop, and uses that knowledge to create developmentally appropriate instruction. The Educator regularly assesses individual and group performance in order to design and modify instruction. The Educator collaborates with colleagues, families, the community, and other stakeholders to promote student growth and development.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely assesses student performance on an individual basis and/or in group work. Instruction is rarely designed to match learner development.	<input type="checkbox"/> The Educator sometimes assesses student performance on an individual basis and/or in group work. Instruction is sometimes designed to match learner development.	<input type="checkbox"/> The Educator regularly assesses student performance on an individual basis and/or in group work. Instruction is regularly designed to match learner development.	<input type="checkbox"/> The Educator almost always assesses student performance on an individual basis and/or in group work. Instruction is almost always designed to match learner development.
<input type="checkbox"/> The Educator rarely exhibits knowledge of developmentally appropriate instruction, and rarely uses that information	<input type="checkbox"/> The Educator sometimes exhibits knowledge of developmentally appropriate instruction, and	<input type="checkbox"/> The Educator regularly exhibits knowledge of developmentally appropriate instruction, and	<input type="checkbox"/> The Educator almost always exhibits knowledge of developmentally appropriate instruction, and almost

Self Evaluation

to plan appropriate learning experiences.	sometimes uses that information to plan appropriate learning experiences.	regularly uses that information to plan appropriate learning experiences.	always uses that information to plan appropriate learning experiences.
<input type="checkbox"/> The Educator rarely collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is rarely used to individualize learning experiences.	<input type="checkbox"/> The Educator sometimes collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is sometimes used to individualize learning experiences..	<input type="checkbox"/> The Educator regularly collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is regularly used to individualize learning experiences.	<input type="checkbox"/> The Educator almost always collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is almost always used to individualize learning experiences.

What is Demonstrated	Sources of Evidence provided by the teacher:
Creating developmentally appropriate instruction	<input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Lesson plans reflect understanding of student prerequisite knowledge/skill <input type="checkbox"/> Lesson plans reflect educator familiarity with wide range of pedagogical techniques <input type="checkbox"/> Lesson plans reflect variety of developmentally appropriate instructional approaches <input type="checkbox"/> Educator reflections on individual learner development
Adapting instruction to meet student needs	<input type="checkbox"/> Learning Styles Inventories <input type="checkbox"/> Student work samples <input type="checkbox"/> Lesson plans with adaptations identified
Collaboration with stakeholders	<input type="checkbox"/> Conference notes with colleagues <input type="checkbox"/> Parent-teacher conference schedule <input type="checkbox"/> Parent-teacher conference notes/summary <input type="checkbox"/> Community/stakeholder input
Other	
Comments	

Self Evaluation

Standard 1.2: Learning Differences	The Educator designs, adapts, and delivers instruction to address diverse learning strengths and needs, and creates opportunities for students to demonstrate learning in various ways. The Educator finds techniques to build on prior knowledge of students.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely displays understanding of diverse student skills and learning needs, and rarely uses this knowledge to address student needs.	<input type="checkbox"/> The Educator sometimes displays understanding of diverse student skills and learning needs, and sometimes uses this knowledge to address student needs.	<input type="checkbox"/> The Educator regularly displays understanding of diverse student skills and learning needs, and regularly uses this knowledge to address student needs.	<input type="checkbox"/> The Educator almost always displays understanding of diverse student skills and learning needs, and almost always uses this knowledge to address student needs.
<input type="checkbox"/> The Educator rarely reflects on how prior knowledge of students can be important to new learning. No practices are in place to build on prior knowledge.	<input type="checkbox"/> The Educator sometimes reflects on how prior knowledge of students can be important to new learning. Some practices are in place to build on prior knowledge.	<input type="checkbox"/> The Educator regularly reflects on how prior knowledge of students can be important to new learning. Practices are in place, and are used, to build on prior knowledge.	<input type="checkbox"/> The Educator almost always reflects on how prior knowledge of students can be important to new learning. Practices are in place, and are almost always used, to build on prior knowledge.

What is Demonstrated	Sources of Evidence provided by the teacher:
Learning Differences	<input type="checkbox"/> Student and/or parent surveys <input type="checkbox"/> Student writing <input type="checkbox"/> Attendance data <input type="checkbox"/> Student reflection/writing <input type="checkbox"/> Classroom rules and procedures established collaboratively <input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> MTSS utilized <input type="checkbox"/> Meetings with Special Education and/or ESOL Educators for additional student support <input type="checkbox"/> Participation in IEP, Individual Learning Plans, and SIT meetings <input type="checkbox"/> Lesson plans reflect familiarity with wide range of pedagogical techniques <input type="checkbox"/> Student developed rubrics
Methods to build on prior knowledge	<input type="checkbox"/> Models of recent student work posted in either classrooms or hallways <input type="checkbox"/> Feedback to students <input type="checkbox"/> Student work samples <input type="checkbox"/> Pre-tests and/or post-tests
Other	
Comments	

Self Evaluation

Standard 1.3: Learning Environment	The Educator works to create an environment that supports learning and encourages positive social interaction, active engagement, and self-motivation. The Educator manages student behavior and maintains a safe, respectful, and academically challenging classroom.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely collaborates to develop a positive learning climate. The Educator rarely enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator sometimes collaborates to develop a positive learning climate. The Educator sometimes enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator regularly collaborates to develop a positive learning climate. The Educator regularly enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator almost always collaborates to develop a positive learning climate. The Educator almost always enables students to develop positive social interactions and active engagement in learning.
<input type="checkbox"/> The Educator rarely creates a classroom that is safe and one in which learning is accessible to students.	<input type="checkbox"/> The Educator sometimes creates a classroom that is safe and one in which learning is accessible to students.	<input type="checkbox"/> The Educator regularly creates a classroom that is safe and one in which learning is accessible to all students.	<input type="checkbox"/> The Educator almost always creates a classroom that is safe and one in which learning is accessible to students.
<input type="checkbox"/> The Educator is rarely aware of student behavior. Students are rarely expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is sometimes aware of student behavior. Students are sometimes expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is regularly aware of student behavior. Students are regularly expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is almost always aware of student behavior. Students are almost always expected to monitor personal and peer behaviors.

What is Demonstrated	Sources of Evidence provided by the teacher:
Managing student behavior	<input type="checkbox"/> Discipline policy is clear and posted <input type="checkbox"/> Immediate response to student issues <input type="checkbox"/> Discipline referrals to office <input type="checkbox"/> Meets with parents <input type="checkbox"/> Responses to parent concerns are handled with professionalism and cultural sensitivity
Positive learning climate	<input type="checkbox"/> Classroom rules and procedures established collaboratively <input type="checkbox"/> Electronic communication with students, parents <input type="checkbox"/> Conducts home visits <input type="checkbox"/> Student work is displayed and current <input type="checkbox"/> Provides classroom rituals and routines which promote positive student interactions <input type="checkbox"/> System for non-instructional duties is in place and students assume responsibility for completion <input type="checkbox"/> Transitions occur smoothly during the instruction
Safe environment	<input type="checkbox"/> Physical space can be re-arranged to support student learning <input type="checkbox"/> Participates in safety drills

Self Evaluation

	<input type="checkbox"/> Behavior/office referrals <input type="checkbox"/> Provide psychological support and physical space to enhance student learning
Other	
Comments	

Self Evaluation

Element 2: The Knowledge:	The Educator comprehends the major concepts of the discipline taught and the appropriate tools of inquiry related to that discipline. The Educator translates that knowledge into relevant learning objectives for students. Learning experiences are created that make this knowledge accessible, relevant, and meaningful.
Standard 2.1: Knowledge of Content	The Educator demonstrates a thorough knowledge of the content. The Educator guides students through learning progressions and achievement of content standards. The Educator encourages students to question and analyze ideas from diverse perspectives. The Educator encourages students to reflect on prior knowledge and skills, and link familiar concepts to new concepts.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator displays limited knowledge of the discipline and rarely corrects misconceptions of students.	<input type="checkbox"/> The Educator displays some knowledge of the discipline and sometimes corrects misconceptions of students.	<input type="checkbox"/> The Educator regularly displays knowledge of the discipline and regularly corrects misconceptions of students.	<input type="checkbox"/> The Educator almost always displays knowledge of the discipline and almost always corrects misconceptions of students.
<input type="checkbox"/> The Educator rarely utilizes content standards to guide students through logical learning progressions.	<input type="checkbox"/> The Educator sometimes utilizes content standards to guide students through logical learning progressions.	<input type="checkbox"/> The Educator regularly utilizes content standards to guide students through logical learning progressions.	<input type="checkbox"/> The Educator almost always utilizes content standards to guide students through logical learning progressions.
<input type="checkbox"/> The Educator rarely engages students in learning experiences that suggest higher cognitive levels of thinking.	<input type="checkbox"/> The Educator sometimes engages students in learning experiences that suggest higher cognitive levels of thinking. Analysis of diverse viewpoints is sometimes included.	<input type="checkbox"/> The Educator regularly engages students in learning experiences that suggest higher cognitive levels of thinking. Analysis of diverse viewpoints is regularly included.	<input type="checkbox"/> The Educator almost always engages students in learning experiences that require higher cognitive levels of thinking. Analysis of diverse viewpoints is almost always included and students may justify the results.
<input type="checkbox"/> The Educator rarely requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator rarely provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator sometimes requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator sometimes provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator regularly requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator regularly provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator almost always requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator almost always provides instruction that is relevant to student experiences.

Self Evaluation

What is Demonstrated	Sources of Evidence provided by the teacher:
Demonstrate content knowledge	<input type="checkbox"/> Curriculum committee work documentation <input type="checkbox"/> Educator developed assessments and rubrics <input type="checkbox"/> Student writing across the content areas <input type="checkbox"/> Feedback to students <input type="checkbox"/> List of readings/research
Utilize content standards	<input type="checkbox"/> Lesson plans aligned to content standards (local, state, national levels) and are followed <input type="checkbox"/> Written and/or posted objectives and standards <input type="checkbox"/> Curriculum alignment documents (educator, building and/or district)
Link new learning to prior knowledge	<input type="checkbox"/> Lesson plans reflect understanding of prerequisite knowledge <input type="checkbox"/> Student work samples <input type="checkbox"/> Data from pre and post tests <input type="checkbox"/> Student involvement in classroom developed activities
Higher order thinking	<input type="checkbox"/> Educator questioning at higher levels <input type="checkbox"/> Projects including analysis, evaluation, synthesis, and creation <input type="checkbox"/> Student reflection <input type="checkbox"/> Student work exhibits higher cognitive level of thinking
Other	
Comments	

Self Evaluation

Standard 2.2: Content Application	The Educator understands how to connect concepts and uses various perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to real world issues. The Educator engages students in the following areas: applying content knowledge in real world problems; questioning and challenging assumptions; applying higher order cognitive skills for problem solving; generating and evaluating new ideas and approaches; and developing original work. The Educator develops projects that guide students in analyzing the complexities of an issue or in applying cross disciplinary skills.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely attempts to show how interdisciplinary themes connect to core subjects, and rarely develops meaningful learning experiences for students that show the connection.	<input type="checkbox"/> The Educator sometimes attempts to show how interdisciplinary themes connect to core subjects, and sometimes develops meaningful learning experiences for students that show the connections.	<input type="checkbox"/> The Educator regularly attempts to show how interdisciplinary themes connect to core subjects, and regularly develops meaningful learning experiences for students that show the connections.	<input type="checkbox"/> The Educator almost always attempts to show how interdisciplinary themes connect to core subjects, and almost always develops meaningful learning experiences for students that show the connections.
<input type="checkbox"/> The Educator rarely develops a project/problem related to real-world issues. Students are rarely required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	<input type="checkbox"/> The Educator sometimes develops a project/problem related to real-world issues. Students are sometimes required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	<input type="checkbox"/> The Educator regularly develops a project/problem related to real-world issues. Students are regularly required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	<input type="checkbox"/> The Educator almost always develops a project/problem related to real-world issues. Students are almost always required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.

What is Demonstrated	Sources of Evidence provided by the teacher:
Interdisciplinary connections	<input type="checkbox"/> Lesson plans reflect a familiarity of wide range of interdisciplinary techniques <input type="checkbox"/> Educator meetings to design cross curricular projects <input type="checkbox"/> Student projects reflect cross curricular involvement <input type="checkbox"/> Co-curricular performances tied to subject area
Real-world issues with critical thinking and problem solving	<input type="checkbox"/> Educator uses wait time to allow students to respond to questions <input type="checkbox"/> Students engaged in classroom discussions and questioning <input type="checkbox"/> Student created videos <input type="checkbox"/> Problem-solving assignments with student responses <input type="checkbox"/> Learning target or student objective is posted and communicated

Self Evaluation

	<input type="checkbox"/> Portfolio of projects showing real world applications to topics <input type="checkbox"/> Educator questions using higher levels of cognitive thinking <input type="checkbox"/> Technology use by students and teachers to increase participation/engagement
Other	
Comments	

Self Evaluation

Element 3: The Instruction:	The effective Educator understands the need for planning instruction that is developmentally appropriate, engaging, and challenging for students. The effective Educator utilizes a variety of instructional methods and strategies to engage students in learning. The Educator also designs multiple assessments to gauge student achievement and then uses the data to modify and improve instruction.
Standard 3.1: Planning	The Educator individually and collaboratively plans learning experiences that are appropriate for curriculum goals and content standards. The Educator plans how to achieve student learning goals by choosing appropriate accommodations and resources, and by differentiating instruction as needed.. The Educator plans multiple methods for students to demonstrate knowledge and skill.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely plans instruction aligned to learning goals and content standards.	<input type="checkbox"/> The Educator sometimes plans instruction aligned to learning goals and content standards.	<input type="checkbox"/> The Educator regularly plans instruction aligned to learning goals and content standards.	<input type="checkbox"/> The Educator almost always plans instruction aligned to learning goals and content standards.
<input type="checkbox"/> The Educator rarely plans appropriate accommodations and resources to meet learning targets, and rarely differentiates instruction, as needed.	<input type="checkbox"/> The Educator sometimes plans appropriate accommodations and resources to meet learning targets, and sometimes differentiates instruction, as needed.	<input type="checkbox"/> The Educator regularly plans appropriate accommodations and resources to meet learning targets, and regularly differentiates instruction, as needed.	<input type="checkbox"/> The Educator almost always plans appropriate accommodations and resources to meet learning targets, and almost always differentiates instruction, as needed.
<input type="checkbox"/> The Educator rarely plans multiple methods for students to demonstrate knowledge and standard achievement.	<input type="checkbox"/> The Educator sometimes plans multiple methods for students to demonstrate knowledge and standard achievement.	<input type="checkbox"/> The Educator regularly plans multiple methods for students to demonstrate knowledge and standard achievement.	<input type="checkbox"/> The Educator almost always plans multiple methods for students to demonstrate knowledge and standard achievement.

What is Demonstrated	Sources of Evidence provided by the teacher:
Multiple methods to demonstrate mastery/standard achievement	<input type="checkbox"/> Educator directions and procedures are clear to students <input type="checkbox"/> Classroom observations <input type="checkbox"/> Educator reflections <input type="checkbox"/> Assessment data (classroom
Standards-based instruction	<input type="checkbox"/> Student objectives are posted and communicated <input type="checkbox"/> Lesson plans are complete with standard, objective, and assessments noted <input type="checkbox"/> Educator and student reflections <input type="checkbox"/> Lesson plans show relevant standards for lesson <input type="checkbox"/> Student work links directly to standard(s) of the lesson

Self Evaluation

<p>Appropriate resources and accommodations</p>	<p><input type="checkbox"/> Learning activities are differentiated for individual learners</p> <p><input type="checkbox"/> Technology utilized to deliver and enhance instruction</p> <p><input type="checkbox"/> Educator spoken and written language is correct and conforms to standard English</p> <p><input type="checkbox"/> Review of student IEP or Individual Learning Plans and makes accommodations</p> <p><input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs</p> <p><input type="checkbox"/> Collaborates with support personnel to make modifications</p>
<p>Other</p>	
<p>Comments</p>	

Self Evaluation

Standard 3.2: Assessment	Multiple methods of assessment are used to monitor student progress, and to guide Educator and learner decision making. The effective Educator engages learners in understanding and identifying quality work, provides feedback to guide progress toward that work, and modifies instruction, as needed.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely utilizes multiple methods of assessment to monitor progress and guide decision making.	<input type="checkbox"/> The Educator sometimes utilizes multiple methods of assessment to monitor progress and guide decision making.	<input type="checkbox"/> The Educator regularly utilizes multiple methods of assessment to monitor progress and guide decision making.	<input type="checkbox"/> The Educator almost always utilizes multiple methods of assessment to monitor progress and guide decision making.
<input type="checkbox"/> The Educator rarely ensures that students are aware of the criteria and standards on which work will be assessed, and students are rarely involved in development of the criteria for the lesson.	<input type="checkbox"/> The Educator sometimes ensures that students are aware of the criteria and standards on which work will be assessed, and students are sometimes involved in development of the criteria for the lesson.	<input type="checkbox"/> The Educator regularly ensures that students are aware of the criteria and standards on which work will be assessed, and students are regularly involved in development of the criteria for the lesson.	<input type="checkbox"/> The Educator almost always ensures that students are aware of the criteria and standards on which work will be assessed, and students are almost always involved in development of the criteria for the lesson.
<input type="checkbox"/> The Educator rarely uses feedback to help guide the student through the learning process.	<input type="checkbox"/> The Educator sometimes uses feedback to help guide the student through the learning process.	<input type="checkbox"/> The Educator regularly uses feedback to help guide the student through the learning process.	<input type="checkbox"/> The Educator almost always uses feedback to help guide the student through the learning process.

What is Demonstrated	Sources of Evidence provided by the teacher:
Standards, assessment, and feedback	<input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs <input type="checkbox"/> Educator provides frequent information to parents regarding student progress <input type="checkbox"/> Students understand how work will be assessed <input type="checkbox"/> Rubrics and standards are posted before work begins <input type="checkbox"/> Educator performs progress monitoring for all students <input type="checkbox"/> Consistent <input type="checkbox"/> Formative and summative assessments are used <input type="checkbox"/> Student presentations <input type="checkbox"/> Lesson plans link student activities to assessment results <input type="checkbox"/> Written feedback on student work <input type="checkbox"/> Educator/student conferences
Other	
Comments	

Self Evaluation

Standard 3.3: Strategies	The Educator uses appropriate strategies to adapt instruction to the needs of the individual student and groups of students. The Educator provides multiple models and representations of concepts and skills. The Educator uses a variety of methods to engage learners. The Educator facilitates the use of current tools, resources, and technology to maximize content learning in varied contexts. Technology is integrated and utilized in instruction and learning.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator sometimes selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator regularly selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator almost always selects strategies that directly address the learning styles of students.
<input type="checkbox"/> The Educator rarely utilizes multiple models and representations to provide instruction. Students are rarely cognitively engaged.	<input type="checkbox"/> The Educator sometimes utilizes multiple models and representations to provide instruction. Students are sometimes cognitively engaged.	<input type="checkbox"/> The Educator regularly utilizes multiple models and representations to provide instruction. Students are regularly cognitively engaged.	<input type="checkbox"/> The Educator almost always utilizes multiple models and representations to provide instruction. Students are almost always cognitively engaged.
<input type="checkbox"/> The Educator rarely uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is rarely modeled.	<input type="checkbox"/> The Educator sometimes uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is sometimes modeled.	<input type="checkbox"/> The Educator regularly uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is regularly modeled.	<input type="checkbox"/> The Educator almost always uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is almost always modeled.

What is Demonstrated	Sources of Evidence provided by the teacher:
Strategies and multiple methods; 21st Century model	<input type="checkbox"/> Students take the initiative in planning or adapting activity or project to enhance learning. <input type="checkbox"/> Student led classroom discussions <input type="checkbox"/> Lesson plans outline instructional strategies <input type="checkbox"/> Lesson plans show how strategies are used for scaffolding/differentiation <input type="checkbox"/> Educator reflection <input type="checkbox"/> Student work reflects use of higher level thinking skills <input type="checkbox"/> Examples of a process or product <input type="checkbox"/> Graphic organizers for understanding <input type="checkbox"/> Non-linguistics representations <input type="checkbox"/> Summarizing activities <input type="checkbox"/> Reward or praise for effort and/or accomplishments at targeted levels of performance <input type="checkbox"/> Student growth log <input type="checkbox"/> Technology integration plan <input type="checkbox"/> 21st Century instructional model

Self Evaluation

Other	
Comments	

Self Evaluation

Element 4: The Professional:	The effective Educator engages in ongoing professional learning and uses that knowledge to continually reflect on and modify practice. The Educator takes an active role on the instructional team by giving and receiving feedback from all stakeholders (students, parents, colleagues, and administrators). The professional Educator displays honesty and integrity in interactions with students, parents, colleagues, and the public.
Standard 4.1: Professionalism and Professional Learning	The Educator engages in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local, state, and national standards. A variety of data is used to evaluate outcomes of teaching and learning, and to adapt planning and practice.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely engages in professional learning. The professional learning is rarely aligned with the needs of the school and/or district.	<input type="checkbox"/> The Educator sometimes engages in professional learning. The professional learning may be aligned with the needs of the school and/or district.	<input type="checkbox"/> The Educator regularly seeks professional learning to enhance his/her knowledge base or pedagogy skills. The professional learning is aligned with school and/or district needs.	<input type="checkbox"/> The Educator almost always seeks professional learning to enhance his/her knowledge base or pedagogy skills
<input type="checkbox"/> The Educator relies on one or two forms of data to evaluate teaching. Reflection is rarely utilized and new knowledge rarely applied.	<input type="checkbox"/> The Educator relies on one or two forms of data to evaluate teaching. Reflection is sometimes utilized but only a few, general suggestions to improve are applied.	<input type="checkbox"/> The Educator regularly relies on several forms of data to evaluate teaching. Reflection is regularly utilized and a few, specific concepts are applied to improve instruction.	<input type="checkbox"/> The Educator almost always relies on multiple forms of data to evaluate teaching. Reflection with colleagues is almost always utilized and specific suggestions are applied to improve instruction.

What is Demonstrated	Sources of Evidence provided by the teacher:
Engages in meaningful professional development	<input type="checkbox"/> Participation in district professional development <input type="checkbox"/> Participates in and support of district initiatives <input type="checkbox"/> Share information gained from professional development with staff members <input type="checkbox"/> Written evaluation of a professional learning experience <input type="checkbox"/> Video recording of teaching with feedback from a colleague or administrator <input type="checkbox"/> Professional development aligned with goals
Relies on variety of data to reflect on practice	<input type="checkbox"/> Professional portfolio <input type="checkbox"/> Educator reflection <input type="checkbox"/> Student assessment scores <input type="checkbox"/> Student evaluations <input type="checkbox"/> Parent surveys <input type="checkbox"/> Videotapes of lessons <input type="checkbox"/> Analyzing student formative and summative assessment

Self Evaluation

	data to see impact on student growth
Other	
Comments	

Self Evaluation

Standard 4.2: Leadership	The Educator takes an active role on the instructional team, giving and receiving feedback on practice. The Educator displays honesty and integrity in interactions with students, parents, colleagues, and the community. The Educator complies with school and district regulations. The Educator works with colleagues and district personnel to build ongoing connections with community resources to enhance student learning and well-being.
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Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely makes an effort to share knowledge with colleagues and rarely assumes any responsibility for professional learning. The Educator rarely gets involved with school and district activities.	<input type="checkbox"/> The Educator sometimes meets with the instructional team and receives feedback, but makes limited changes to practice. The Educator participates in school and district activities when asked.	<input type="checkbox"/> The Educator regularly meets with the instructional team, receives feedback, and makes notable changes to practice. The Educator regularly participates in school and district activities.	<input type="checkbox"/> The Educator almost always initiates discussions with members of the instructional team and acts on feedback received. Changes to practice almost always occur. The Educator almost always volunteers and participates in school and district activities and takes on a leadership role.
<input type="checkbox"/> The Educator interactions are rarely appropriate, and show favoritism or disregard for the culture of the student. Confidential information is shared.	<input type="checkbox"/> The Educator interactions are sometimes appropriate, but sometimes show favoritism or disregard for the culture of the student. Confidential information is sometimes shared.	<input type="checkbox"/> The Educator regularly interacts in a caring and respectful manner. Students regularly exhibit respect for the educator. Confidential information is not shared.	<input type="checkbox"/> The Educator almost always interacts in a positive, supportive manner and displays respect. Students almost always trust the Educator with personal information. Confidential information is not shared.
<input type="checkbox"/> The Educator rarely complies with local, state, and national regulations.	<input type="checkbox"/> The Educator sometimes has to be reminded to comply with local, state, and national regulations.	<input type="checkbox"/> The Educator regularly complies with local, state, and national regulations.	<input type="checkbox"/> The Educator almost always complies with local, state, and national regulations. The Educator will also conduct research on policy to determine impact the classroom.
<input type="checkbox"/> The Educator rarely attempts to engage community stakeholders in the instructional program.	<input type="checkbox"/> The Educator sometimes attempts to engage community stakeholders and use community stakeholder resources to improve the instructional program.	<input type="checkbox"/> The Educator regularly works with stakeholders in the community to enlist support for improving the instructional program.	<input type="checkbox"/> The Educator almost always works with stakeholders in the community to enlist support for improving the instructional program. Students contribute ideas for projects that are used in the lessons.

Self Evaluation

What is Demonstrated	Sources of Evidence provided by the teacher:
Takes active role on instructional team and with community	<input type="checkbox"/> Supervises and effectively utilizes para-educators <input type="checkbox"/> Attends school events <input type="checkbox"/> Volunteers and serves on committees and school projects <input type="checkbox"/> Notes from meeting with mentors/mentees <input type="checkbox"/> Minutes of meetings (IEP, PLC, SIT, Title I, etc.) <input type="checkbox"/> Participates in PLCs and/or school and district committees <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> Participation in Educator Leader teams <input type="checkbox"/> Earning a Educator Leader endorsement on teaching license <input type="checkbox"/> Agendas created by the educator in a team leadership role <input type="checkbox"/> Parent contact information (log of phone calls, emails, etc.)
Displays honesty and integrity	<input type="checkbox"/> Maintains confidentiality regarding student and personnel issues <input type="checkbox"/> Written communications are clearly written, no errors, and convey information in positive manner <input type="checkbox"/> Emails are sent in a timely manner, content is appropriate, and the Educator answers the questions <input type="checkbox"/> Copies of emails, letters, and newsletters.
Complies with regulations	<input type="checkbox"/> Willingly complies with school and district regulations <input type="checkbox"/> Punctual to school <input type="checkbox"/> Punctual and attends faculty meetings <input type="checkbox"/> Reports are completed accurately and on time <input type="checkbox"/> Grades are current in student management system <input type="checkbox"/> Student records are completed in a timely manner
Other	
Comments	

Acknowledgement

Educator Signature:	Evaluator Signature:
Date:	Date:



4 Elements of an Effective Educator's Evaluation Tool

Pre-Observation Goal Setting

School:		Educator:	
School Year:		Evaluator:	

What element or standard will you address?	What is your goal regarding this element or standard?

Activities Planned:	Resources Needed:	Timeline:	Evidence to Support Goal Attainment:

Educator Signature:	Evaluator Signature:
Date:	Date:

