

# AQS

## Teacher Evaluation Form

School :	Evaluator :
Teacher :	Grade/Subject :
Date :	# of Students :
Time Entered :	Time Left :
<b>Overall Performance Rate</b>	
<b>4.0</b>	
<b>Domain 1: Planning and Preparation</b>	
1A	Demonstrating Knowledge of Content and Pedagogy 4- Excellent: Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other
1B	Demonstrating Knowledge of Students
1C	Setting Instructional Outcomes
1D	Demonstrating Knowledge of Resources
1E	Designing Coherent Instruction
1F	Designing Student Assessments
<b>Domain 2: The Classroom Environment</b>	
2A	Creating an Environment of Respect and Rapport 4- Excellent: Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and
2B	Establishing a Culture of Learning
2C	Managing Classroom Procedures
2D	Managing Student Behavior
2E	Organizing Physical Space
<b>Domain 3: Instruction</b>	
3A	Communicating with Students 4- Excellent: The teacher links the instructional purpose of the lesson to student interests; the
3B	Using Questioning/ Prompts and Discussion
3C	Engaging Students in Learning
3D	Using Assessment in Instruction
3E	Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>	
4A	Reflecting on Teaching 4- Excellent: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and
4B	Maintaining Accurate Records
4C	Communicating with Families
4D	Participating in a Professional Development Community
4E	Growing and Developing Professionally
4F	Showing Professionalism
<b>E - ASSESSMENT (30%)</b>	
E1	Top quartile students grew by at least one year based on NWEA results in reading and math. 4- Excellent: 100% of the top quartile students grew by at least one year based on the NWEA results in reading and math.

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E2	Moved students between winter/spring NWEA cycle who did NOT achieve growth between the fall/winter NWEA cycle.	
E3	Shows consistent evidence of extended response instruction in reading and math.	



## Domain 1: Planning and Preparation

1A	<b>Demonstrating Knowledge of Content and Pedagogy</b>
	4- Excellent: Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
	3- Proficient: Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
	2- Needs Improvement: Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.
	1- Unsatisfactory: In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
	NA - Not Applicable
	NO - Not Observed
1B	<b>Demonstrating Knowledge of Students</b>
	4- Excellent: Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
	3- Proficient: Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.
	2- Needs Improvement: Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.
	1- Unsatisfactory: Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.
	NA - Not Applicable
	NO - Not Observed
	<b>Setting Instructional Outcomes</b>
	4- Excellent: All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
	3- Proficient: Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.

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1C	2- Needs Improvement: Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.
	1- Unsatisfactory: Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.
	NA - Not Applicable
	NO - Not Observed
1D	<b>Demonstrating Knowledge of Resources</b>
	4- Excellent: Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
	3- Proficient: Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.
	2- Needs Improvement: Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.
	1- Unsatisfactory: Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.
	NA - Not Applicable
	NO - Not Observed
1E	<b>Designing Coherent Instruction</b>
	4- Excellent: Plans represent the coordination of indepth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
	3- Proficient: Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.
	2- Needs Improvement: Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.
	1- Unsatisfactory: The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.
	NA - Not Applicable
	NO - Not Observed
	<b>Designing Student Assessments</b>



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1F	4- Excellent: Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
	3- Proficient: Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.
	2- Needs Improvement: Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.
	1- Unsatisfactory: Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.
	NA - Not Applicable
	NO - Not Observed
<b>Domain 2: The Classroom Environment</b>	
2A	<b>Creating an Environment of Respect and Rapport</b>
	4- Excellent: Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
	3- Proficient: Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.
	2- Needs Improvement: Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.
	1- Unsatisfactory: Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.
	NA - Not Applicable
	NO - Not Observed
	<b>Establishing a Culture for Learning</b>
	4- Excellent: The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

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2B	3- Proficient: The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.
	2- Needs Improvement: The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.
	1- Unsatisfactory: The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.
	NA - Not Applicable
	NO - Not Observed
2C	<b>Managing Classroom Procedures</b>
	4- Excellent: Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
	3- Proficient: There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.
	2- Needs Improvement: Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.
	1- Unsatisfactory: Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
	NA - Not Applicable
2D	NO - Not Observed
	<b>Managing Student Behavior</b>
	4- Excellent: Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers’ monitoring of student behavior is subtle and preventive. Teacher’s response to student misbehavior is sensitive to individual student needs, respects students’ dignity.
	3- Proficient: Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.
	2- Needs Improvement: Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.
	1- Unsatisfactory: There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students’ misbehavior is repressive, or disrespectful of student dignity.
	NA - Not Applicable



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	NO - Not Observed
2E	<b>Organizing Physical Space</b>
	4- Excellent: The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
	3- Proficient: The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.
	2- Needs Improvement: The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.
	1- Unsatisfactory: The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
	NA - Not Applicable
	NO - Not Observed
<b>Domain 3: Instruction</b>	
3A	<b>Communicating with Students</b>
	4- Excellent: The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
	3- Proficient: The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.
	2- Needs Improvement: Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.
	1- Unsatisfactory: The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.
	NA - Not Applicable
	NO - Not Observed
	<b>Using Questioning and Discussion Techniques</b>
	4- Excellent: Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

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3B	3- Proficient: While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
	2- Needs Improvement: Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.
	1- Unsatisfactory: Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.
	NA - Not Applicable
	NO - Not Observed
3C	<b>Engaging Students in Learning</b>
	4- Excellent: Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
	3- Proficient: The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.
	2- Needs Improvement: The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.
	1- Unsatisfactory: Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
	NA - Not Applicable
3D	NO - Not Observed
	<b>Using Assessment in Instruction</b>
	4- Excellent: Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions /prompts / assessments are used regularly to diagnose evidence of learning by individual students.
	3- Proficient: Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning



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	2- Needs Improvement: Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.
	1- Unsatisfactory: There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment
	NA - Not Applicable
	NO - Not Observed
3E	<b>Demonstrating Flexibility and Responsiveness</b>
	4- Excellent: Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
	3- Proficient: Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
	2- Needs Improvement: Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
	1- Unsatisfactory: Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
	NA - Not Applicable
	NO - Not Observed
<b>Domain 4: Professional Responsibilities</b>	
4A	<b>Reflecting on Teaching</b>
	4- Excellent: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
	3- Proficient: Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
	2- Needs Improvement: Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.
	1- Unsatisfactory: Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.
	NA - Not Applicable
	NO - Not Observed
	<b>Maintaining Accurate Records</b>
	4- Excellent: Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
	3- Proficient: Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.

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4B	2- Needs Improvement: Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate, but require frequent monitoring to avoid errors.
	1- Unsatisfactory: Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
	NA - Not Applicable
	NO - Not Observed
4C	<b>Communicating with Families</b>
	4- Excellent: Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
	3- Proficient: Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.
	2- Needs Improvement: Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.
	1- Unsatisfactory: Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
	NA - Not Applicable
4D	NO - Not Observed
	<b>Participating in a Professional Community</b>
	4- Excellent: Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
	3- Proficient: Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.
	2- Needs Improvement: Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.
	1- Unsatisfactory: Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.
	NA - Not Applicable
	NO - Not Observed
	<b>Growing and Developing Professionally</b>
	4- Excellent: Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.



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4E	3- Proficient: Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators
	2- Needs Improvement: Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession
	1- Unsatisfactory: Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	NA - Not Applicable
	NO - Not Observed
4F	<b>Showing Professionalism</b>
	4- Excellent: Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
	3- Proficient: Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.
	2- Needs Improvement: Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.
	1- Unsatisfactory: Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations
	NA - Not Applicable
	NO - Not Observed
<b>E - ASSESSMENT</b>	
E1	<b>Top quartile students grew by at least one year based on NWEA results in reading and math.</b>
	4- Excellent: 100% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
	3- Proficient: 90% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
	2- Needs Improvement: Only 15-20% of top quartile students grew by one year based on NWEA results in reading and math.
	1- Unsatisfactory: None of the top quartile students grew by at least one year based on NWEA results in reading and math.
	NA - Not Applicable
	NO - Not Observed
	<b>Moved students between winter/spring NWEA cycle who did NOT achieve growth between the fall/winter NWEA cycle.</b>

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E2	4- Excellent: 100% of the students achieve target growth.
	3- Proficient: 90% of the students achieve target growth.
	2- Needs Improvement: 15-20% of the students achieve target growth.
	1- Unsatisfactory: None of the students achieve their target growth
	NA - Not Applicable
	NO - Not Observed
E3	<b>Shows consistent evidence of extended response instruction in reading and math.</b>
	4- Excellent: 100% of students show achievement growth in extended response through assessments and student work overtime.
	3- Proficient: More than 90% of students show achievement growth in extended response through assessments and student work overtime.
	2- Needs Improvement: 15-20% of students show achievement growth in extended response through assessments and student work overtime.
	1- Unsatisfactory: Students show no growth over a period of time.
	NA - Not Applicable
	NO - Not Observed



# Teacher Evaluation Form

(Filed in Personal File)

School :	Evaluator :
Teacher :	Grade/Subject :
Date :	# of Students :
Time Entered :	Time Left :

The evaluator's written evaluation is to address the teacher's strengths as well as areas for growth/improvement in concert with the teacher expectations as deemed appropriate by the evaluator.

CATEGORIES	SCORE		
Domain 1:Planning and Preparation	4.0		
Domain 2: The Classroom Environment	4.0		
Domain 3: Instruction	4.0		
Domain 4: Professional Responsibilities	4.0		
E - ASSESSMENT (30%)	4.0		
OVERALL PERFORMANCE %	4.0		

Signature of Teacher

Signature of Evaluator(s)

Date

Teachers comments may be attached.

\_\_\_\_\_ Check and attach if teacher comments.

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BONUS/RAISE Scale

3.5 – 4.0	high raise and high bonus
3.0 - 3.49	high raise and low bonus
2.5 - 3.24	raise no bonus
2.4 - 1.0	probation or termination and no raise

3.8-4.0
3.7-3.5
3.0-3.4
2.5-2.9
1.0-2.4

Planning	15%
Instruction	30%
Classroom	15%
Professional	10%
Assessment	30%
TOTAL	100%



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high raise and high bonus
low raise and low bonus
raise no bonus
no raise
Probation or termination and no raise