CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
Domain 1: Planning and Preparation (*Domain weight: 25%)*				
1a: Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content, the structure of the discipline and instructional practices. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
	☐	☐	☐	☐
Elements include: **Knowledge of content and the structure of the discipline** **Knowledge of prerequisite relationships** **Knowledge of content-related pedagogy**				
1b: Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs from a variety of sources, and attains this knowledge of individual students.
	☐	☐	☐	☐
Elements include: **Knowledge of child and adolescent development** **Knowledge of the learning process** **Knowledge of students' skills, knowledge, and language proficiency** **Knowledge of students' interests and cultural heritage** **Knowledge of students' special needs**				
1c: Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. The teacher develops general student achievement goals for the class OR does not develop a goal at all.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. The teacher develops measurable student achievement goals for the class	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. The teacher develops measurable student achievement goals for the class that are aligned to content standards.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. The teacher develops ambitious and measurable student achievement goals for the class that are aligned to the content standards.
	☐	☐	☐	☐
Elements include: **Value, sequence, and alignment** **Clarity and balance** **Suitability for diverse learners**				

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
1d: Demonstrating Knowledge of Resources and Technology	The teacher demonstrates little or no familiarity with resources and/or technology to enhance own knowledge, to use in teaching, or to provide for students who need them.	The teacher demonstrates some familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them.	The teacher is fully aware of the resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them.	The teacher seeks out resources and technology (as available) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and to provide for students who need them.
	☐	☐	☐	☐
Elements include: **Resources and technology for classroom use** **Resources and technology to extent content knowledge and pedagogy** **Resources and technology for students**				
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. The teacher does not plan lessons/units by identifying the content standards that his or her students will master in each unit OR does not articulate well-designed essential questions for each unit.	The series of learning experiences demonstrates partial alignment with instructional outcomes; some experiences are likely to engage students in significant learning. The lesson/unit has a recognizable structure and reflects partial knowledge of students and resources. Based on the annual student achievement goal, the teacher plans lessons/units using 2 of the 4 practices: 1) identifying the content standards students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson/unit has a clear structure and is likely to engage students in significant learning. Based on the annual student achievement goal, the teacher plans lessons/units using 3 of the 4 practices: 1) identifying the content standards that students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated (where appropriate) for all students, and likely to engage them in significant learning. The lesson/unit structure is clear and allows for different pathways according to student needs. Based on the annual student achievement goal, the teacher plans lessons/units using 4 practices: 1) identifying the content standards students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.
	☐	☐	☐	☐
Elements include: **Learning activities** **Instructional materials and resources** **Instructional groups** **Lesson and unit structure**				
1f: Designing Student Assessments	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.	Assessment criteria and standards have been developed but are unclear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The 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. The teacher has a well-developed strategy for using formative assessment within the lesson and has designed particular approaches to be used. The teacher intends to use assessment results to plan for future instruction for groups of students.	The 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. The teacher intends to use assessment results to plan future instruction for individual students.
	☐	☐	☐	☐
Elements include: **Congruence with instructional outcomes** **Criteria and standards** **Design of formative assessments** **Use for planning**				

CLASSROOM TEACHER EVALUATION INSTRUMENT

Evaluator Comments: (Domain 1: Planning and Preparation)

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
Domain 2: The Classroom Environment (*Domain weight: 25%)*				
2a: Creating an Environment of Respect and Rapport	Classroom interactions, between the teacher and students and/or among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
☐	☐	☐	☐	☐
Elements include: **Teacher interaction with students** **Student interactions with other students**				
2b: Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little or no student pride in work and no evidence that students believe that they can succeed if they work hard.	The teacher's attempt to create a culture for learning is partially successful, with moderate teacher commitment to the subject, little evidence that students believe they can succeed if they work hard, modest expectations for student achievement, and little student pride in work.	The classroom culture is characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture of learning in which everyone shares a belief in the importance of the subject and the belief that students can succeed if they work hard. All students hold themselves to high standards of performance—for example, by initiating improvements to their work.
☐	☐	☐	☐	☐
Elements include: **Importance of the content** **Expectations for learning and achievement** **Student pride in work**				
2c: Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Students willingly assist with procedures when asked.	Students contribute without prompting to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
☐	☐	☐	☐	☐
Elements include: **Management of instructional groups** **Management of transitions** **Management of materials and supplies** **Performance of non-instructional duties** **Supervision of volunteer and paraprofessionals**				

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. The teacher does not reinforce positive behavior. The teacher does not address off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has significant negative impact on the learning of students in the class.	It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. The teacher reinforces positive behavior. The teacher addresses some off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has some negative impact on the learning of students in the class.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students. The teacher strategically reinforces positive behavior. The teacher addresses most off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has little negative impact on the learning of students in the class.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and responses to student misbehavior is sensitive to individual student needs. Students actively monitor the standards of behavior. The teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture. The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task behavior has no negative impact on student learning.
☐	☐	☐	☐	☐
Elements include: **Expectations** **Monitoring of student behavior** **Response to student misbehavior**				
2e: Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students. The teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. The teacher uses technology skillfully, as appropriate to the lesson.
☐	☐	☐	☐	☐
Elements include: **Safety and accessibility** **Arrangement of furniture and use of physical resources**				

Evaluator Comments: (Domain 2: The Classroom Environment)

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
Domain 3: Instruction (*Domain weight: 30%)*				
3a: Communicating with Students	The instructional outcome of the lesson is unclear to students and the directions and procedures are confusing. The 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.	The teacher's attempt to explain the instructional outcome has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation may consist of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages and/or backgrounds.	The instructional outcome of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The 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. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional outcome of the lesson to students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. The students contribute to extending the content, and in explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
	☐	☐	☐	☐
Elements include: **Expectations for learning** **Directions and procedures** **Explanations of content** **Use of oral and written language**				
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, asking for single correct responses, and/or are asked in rapid succession. Interactions between teacher and students are predominately recitation style with the teacher mediating all questions and answers. A few students dominate the discussion.	The 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.	While the teacher may use some low-level questions, he/she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. The students formulate many questions, initiate topics and make unsolicited contributions. The students themselves ensure that all voices are heard in the discussion.
	☐	☐	☐	☐
Elements include: **Quality of questions** **Discussion techniques** **Student participation**				

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and/or technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts 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.	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.	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. 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.
☐	☐	☐	☐	☐
Elements include: **Activities and assignments** **Grouping of students** **Use of instructional materials, resources and technology (as available)** **Structure and pacing**				
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. The assessments provide students with multiple ways to demonstrate mastery.	Assessment is fully integrated in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. The assessments provide students with multiple ways and multiple opportunities during the unit to demonstrate mastery.
☐	☐	☐	☐	☐
Elements include: **Assessment criteria** **Monitoring of student learning** **Feedback to students** **Student self-assessment and monitoring of progress**				
3e: Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' needs. The teacher brushes aside student questions; The teacher does not accept responsibility for students' performance. The teacher does not re-teach.	The teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. The teacher accepts responsibility for student performance, but has only a limited repertoire of strategies to draw upon. In response to student progress data, the teacher re-teaches, as appropriate.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. In response to student progress data, the teacher 1) re-teaches, as appropriate, and 2) modifies long-term plans, as appropriate.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. In response to student progress data, the teacher 1) re-teaches, as appropriate, 2) modifies long-term plans, as appropriate, and 3) modifies practice, as appropriate.
☐	☐	☐	☐	☐
Elements include: **Lesson adjustment** **Response to students** **Persistence**				

CLASSROOM TEACHER EVALUATION INSTRUMENT

Evaluator Comments: (Domain 3: Instruction)

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
Domain 4: Professional Responsibilities (*Domain weight: 20%)*				
4a: Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
☐	☐	☐	☐	☐
Elements include: **Accuracy** **Use in future teaching**				
4b: Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. Students contribute to the maintenance of these systems.
☐	☐	☐	☐	☐
Elements include: **Student completion of assignments** **Student progress in learning** **Non-instructional records**				
4c: Communicating with Stakeholders	The teacher's communication with stakeholders about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with stakeholders and makes modest attempts to engage families in the instructional program. However, communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with stakeholders and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with stakeholders is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program as appropriate.
☐	☐	☐	☐	☐
Elements include: **Information about the instructional program** **Information about individual students** **Engagement of families in the instructional program**				
4d: Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; rarely collaborates with colleagues; and relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked, makes some effort to collaborate with colleagues, and relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with / coaches others through difficult situations, and assumes a leadership role among the faculty.
☐	☐	☐	☐	☐
Elements include: **Relationships with colleagues** **Involvement in a culture of professional inquiry** **Service to the school** **Participation in school and district projects**				

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
4e: Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required and makes some contributions to the profession. The teacher accepts, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of needs and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
	☐	☐	☐	☐

Elements include:
Enhancement of content knowledge and pedagogical skill
Receptivity to feedback from colleagues
Service to the profession

	Performance Rating			
	Ineffective (0 points)	**Minimally Effective** (1 point)	**Effective** (2 points)	**Highly Effective** (3 points)
4f: Showing professionalism	The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher fails to comply with school and district regulations and time lines. The teacher has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with school staff.	The teacher strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies minimally with school and district regulations, doing just enough to get by. The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision. He or she responds appropriately to and acts upon feedback. He or she works cooperatively with school staff most of the time.	The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum of supervision. The teacher helps members of school community understand and adhere to these professional obligations, responds well to and acts upon feedback and works cooperatively with school staff.	The teacher consistently adheres to standards for professional conduct and overall performance; including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. The teacher helps members of school community understand and adhere to these professional obligations. He or she actively seeks, responds well to and acts upon feedback. Stakeholders are aware that the teacher models the values of respect, honesty and integrity. The teacher works cooperatively with school staff and actively encourages colleagues to do so.
	☐	☐	☐	☐

Elements include:
Integrity and ethical conduct
Service to students
Advocacy
Logical thinking and making practical decisions
Attendance and punctuality
Compliance with school and district regulations

Evaluator Comments: (Domain 4: Professional Responsibilities)

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Conferences			
	Work Keys	Accuccess	Teacher Measurement	Evaluator Comments
Apply As Follows: Math – (LI), (MA), (M) English – (LI), (RI), (R) Science – (LI), (RI), (R) Social Studies – (LI), (RI), (R) Special Education – (LI), (RI), (MA), (M), (R)	Locating Information (LI) Reading for Information (RI) Math Application (MA)	Math (M) Reading (R)		

	Classroom Observations			
	Work Keys	Accuccess	Teacher Measurement	Evaluator Comments
Apply As Follows: Math – (LI), (MA), (M) English – (LI), (RI), (R) Science – (LI), (RI), (R) Social Studies – (LI), (RI), (R) Special Education – (LI), (RI), (MA), (M), (R)	Locating Information (LI) Reading for Information (RI) Math Application (MA)	Math (M) Reading (R)		

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Measurement of Student Growth			
	Work Keys	Accuccess	Teacher Measurement	Evaluator Comments
Apply As Follows: Math – (LI), (MA), (M) English – (LI), (RI), (R) Science – (LI), (RI), (R) Social Studies – (LI), (RI), (R) Special Education – (LI), (RI), (MA), (M), (R)	Locating Information (LI) Reading for Information (RI) Math Application (MA)	Math (M) Reading (R)		

Employee Comments:

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Principal Overall Rating/Comments:

☐ Ineffective-(0 points)	☐ Minimally Effective-(1 point)	☐ Effective-(2 points)	☐ Highly Effective-(3 points)

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Teacher's Signature Date

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Principal's Signature Date