

CCSD Standard Certified Teacher Evaluation Self-Assessment

Educator Name: [Click here to enter text.](#)

Subjects(s): [Click here to enter text.](#)

Grade Level(s): [Click here to enter text.](#)

Administrator Name: [Click here to enter text.](#)

Formal Observation Dates (below)

Pre-Observation: [Click here to enter a date.](#)

Observation (30 minutes): [Click here to enter a date.](#)

Post-Observation: [Click here to enter a date.](#)

Informal Observation Dates (below)

[Click here to enter a date.](#)

[Click here to enter a date.](#)

[Click here to enter a date.](#)

[Click here to enter a date.](#)

[Click here to enter a date.](#)

KEY: U=Unsatisfactory (1 point); B=Basic (2 points); P=Proficient (3 points); E=Exemplary (4 points)

It is the belief of the Craig City School District that evaluation can be an effective tool to improve of performance. It is the goal of this evaluation to effect change in the direction of continually increasing professional excellence. The Marzano Model domains and methodology are utilized as the foundation of this evaluation tool. CCSD utilized the work from the Washington Office of Public Instruction as a foundation for the CCSD Standard Certified Teacher Evaluation Self-Assessment. Documents for Revised Marzano Framework (NASOT) can be accessed at the following link: <https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/marzano%E2%80%99s-teacher-evaluation-model>

A teacher, in partnership with the evaluating administrator, must provide evidence and/or artifacts for all elements within a component not already observed by the evaluating administrator in order for any component to possibly be rated exemplary. Without evidence and/or artifacts for all of a component's elements, the highest rating a teacher can receive in each component is proficient. Having evidence and/or artifacts is no guarantee of an exemplary component rating.

Criterion Ratings:

- **Exemplary:** A teacher should receive a Criterion rating of Exemplary if at least two of the components are rated Exemplary, with the remaining components rated now lower than Proficient.
- **Proficient:** A teacher should receive a Criterion rating of Proficient if no more than one component is rated Basic, with the remaining components rated Proficient or Exemplary.
- **Basic:** A teacher should receive a Criterion rating of Basic if the teacher received no Unsatisfactory component ratings and two or more Basic component ratings.
- **Unsatisfactory:** A teacher should receive a Criterion rating of Unsatisfactory if any one component is rated Unsatisfactory.

Criterion 1: Centering instruction on high expectations for student achievement

U

B

P

E

Component 1.1: *Providing clear learning goals and scales (rubrics)*

Possible Teacher Evidence:

- Has a learning goal posted so that all students can see it
- Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment
- Makes reference to the learning target/goal throughout the lesson
- Has a scale or rubric that relates to the learning goal posted so that all students can see it
- Makes reference to the scale or rubric throughout the lesson

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Possible Student Evidence:

- Can explain the learning target for that day's lesson
- Can explain the relationship of the daily target to the long-term learning goal (grade-level standard)
- Can explain how the current activities relate to the learning target/goal
- Can explain the meaning of the levels of the performance articulated in the scale or rubric
- Can explain how they will achieve the learning target/goal

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet specific needs of students for whom the typical application of strategies does not produce the desired effect.

Component 1.2: *Understanding students' interests and backgrounds*

Possible Teacher Evidence:

- Has side discussions with students about events in their lives
- Has discussions with students about topics in which they are interested
- Builds student interests into lessons
- Routinely helps students connect with their current expertise and competency, particularly as unique to their racial, gender, or linguistic identity
- Designs learning experiences that compel students to draw from their social and cultural backgrounds

Possible Student Evidence:

- Describe the teacher as someone who knows them and/or is interested in them
- Respond when the teacher demonstrated understanding of their interests and background
- Say they feel accepted
- Participates willingly in team-building activities

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher minimally uses students' interests and background during interactions with students.	The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	The teacher adapts or creates new strategies to meet specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 1.3: *Demonstrating value and respect for reluctant learners and students regularly marginalized or underserved by school systems*

Possible Teacher Evidence:

- Compliments students regarding academic and personal accomplishments
- Engages in informal conversations with students that are not related to academics
- Uses humor with students when appropriate
- Displays sensitivity to cultural issues
- Can explain how their own cultural values and personal racial/gender identity shapes their interactions with students similar to and different from them

Possible Student Evidence:

- Describe teacher as someone who values and respects them
- Respond to teachers' verbal interactions
- Respond to teachers' nonverbal interactions
- Demonstrate a strong sense of belonging

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems.	The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems and monitors the quality of relationships in the classroom.	The teacher adapts or creates new strategies to meet specific needs of students for whom the typical application of strategies does not produce the desired effect.

Evidence and/or Artifacts for Criterion 1 Elements:

Comments:

Total Rating for Criterion 1:

U=1

B=2

P=3

E=4

[Type here]

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Criterion 2: Demonstrating Effective Teaching Practices		U	B	P	E
Component 2.1: Conducting direct instruction lessons					
Possible Teacher Evidence: • Previews new content by activating students' prior knowledge • Organizes content into small chunks appropriate for students • Provides guidance as to which information is most important • Has students interact about each chunk of content • Asks inferential or elaborative questions • Has students summarize content in linguistic and non-linguistic ways • Has students create graphic organizers representing content Possible Student Evidence: • Can describe what they already know about the new topic • Can describe which information is most important • Asks clarifying questions as information is presented in chunks • Generate inferences about the content • Accurately summarize the content • Accurately represent the content using graphic organizers					
Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4		
The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor extent to which strategies have their desired effect.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes elaborating on critical information and summarizing it in linguistic and nonlinguistic ways.	The teacher adapts or creates new strategies to meet specific needs of students for whom the typical application of strategies does not produce the desired effect.		
Component 2.2: Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students.					
Possible Teacher Evidence: • Stops at strategic points in verbal presentation to have students summarize, make connections, and generate questions to share their thinking, compare their thinking, and repair any misunderstandings • Pauses at key junctures while showing a video to have students summarize, make connections, and generate questions to share their thinking, compare their thinking, and repair any misunderstandings • Stops at strategic points while providing a demonstration to have students summarize, make connections, and generate questions to share their thinking, compare their thinking, and repair any misunderstandings • Stops at strategic points while students are reading information or stories orally as a class to have students summarize, make connections, and generate questions to share their thinking, compare their thinking, and repair any misunderstandings • Breaks content into comprehensible chunks ordered by daily segments • Maximizes student processing of content by breaking lectures into 10-minute-or-less segments with processing time for students to summarize, make connections, and generate questions to share their thinking, compare their thinking, and repair any misunderstandings					

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Possible Student Evidence:

- Can explain why the teacher is stopping at various points during demonstrations or during presentations
- Appear to know what is expected of them when the teacher stops at strategic points
- Process with classmates

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher breaks input experiences into small chunks based on student needs BUT does not monitor the extent to which chunks are appropriate to students; level of knowledge.	The teacher breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	The teacher adapts and creates new strategies for unique student needs and situations.

Component 2.3: *The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.*

Possible Teacher Evidence:

- Asks students to summarize the information they have learned
- Asks students to generate notes that identify critical information in the content
- Asks students to create nonlinguistic representations for new content
- Has students interact with each chunk of content
- Asks inferential or elaborative questions
- Has students summarize content
- Has students create graphic organizers representing content – graphic organizers, pictures, pictographs, flow charts
- Asks students to create mnemonics that organize content

Possible Student Evidence:

- Include critical content in their summaries and notes
- Include critical content or demonstrate understanding in their nonlinguistic representations
- Can explain main points of the lesson

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways BUT does not monitor the extent to which these activities enhance students' understanding.	The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	The teacher adapts and creates new strategies for unique student needs and situations.

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Component 2.4: *Conducting practicing and deepening lessons*

Possible Teacher Evidence:

- Reviews content before engaging in practicing or deepening activities
- Provides practice activities that are at the appropriate level for guided practice and independent practice
- Deliberately reengages students with content at ever increasing levels of complexity
- Provides activities that require students to examine similarities and differences in content
- Provides activities that require students to critique or analyze validity of information
- Asks inferential or elaborative questions

Possible Student Evidence:

- Increase the accuracy and fluency with which they perform skills and processes
- Can describe what they now see differently about content previously addressed
- Can describe how items are the same and different
- Can explain why information is or is not logical/valid

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
The teacher does not employ strategies designed to practice skills and processes and critically analyze information OR does so with significant errors or omissions.	The teacher employs strategies designed to practice skills and processes and critically analyze information BUT does not monitor the extent to which strategies have their desired effect.	The teacher employs strategies designed to practice skills and processes and critically analyze information AND monitors the extent to which strategies have their desired effect, which includes developing fluency with skills and processes, determining similarities and differences between important information, and determining the validity and structure of important information.	The teacher adapts and creates new strategies to meet the specific needs of students for who the typical application of strategies does not produce the desired effect.

Component 2.5: *Noticing when students are not engaged*

Possible Teacher Evidence:

- Scans room to determine the level of student engagement
- Intentionally works to learn the common actions or conditions that make students feel unsafe, and acts accordingly based on the students' definitions of what feels uncomfortable or threatening (even if these are not familiar to the teacher)
- Actively reframes student nonengagement as an opportunity for improving teacher-student relationships
- If students are not engaged, employs one or more strategies to re-engage students, such as (not limited to): academic games, questioning techniques with high response rates, physical movement, friendly controversy

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Possible Student Evidence:

- Students visibly adjust their level of engagement based on teacher actions
- Students describe the class as interesting
- Students attend to appropriate activities throughout the class

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with significant errors or omissions.	The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired effect	The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired effect, which include enhanced energy and engagement and enhance student participation in questioning activities and activities designed to analyze and review information.	The teacher adapts and creates new strategies to meet the specific needs of students for who the typical application of strategies does not produce the desired effect.

Component 2.6: *Using and applying academic vocabulary*

Possible Teacher Evidence:

- Intentionally selects limited strategic academic vocabulary and includes in instructional lessons
- Repeats academic vocabulary throughout learning and activities
- Draws upon nonstandard English and students' home languages as assets for acquiring and understanding academic vocabulary

Possible Student Evidence:

- Maintains a vocabulary notebook
- Uses academic vocabulary correctly in the current setting and across disciplines
- Refers to and uses previous academic vocabulary
- Response to Signal Word with corresponding synonym and action
- Uses vocabulary in student and teacher led conversations

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
The teacher does not identify important academic vocabulary specific to the lesson or does so in a manner that does not reflect the critical content.	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge.	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.	The teacher adapts and creates new strategies to meet the specific needs of students for who the typical application of strategies does not produce the desired effect.

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Component 2.7: *Designing instruction aligned to assessment*

Possible Teacher Evidence:

- Designs instructional activities and assignments that are designed to help students learn the content that will be assessed
- Modifies instruction based on assessment results
- Differentiates instruction and assessments to meet students' individual learning needs
- Assessments are aligned with daily instruction and student practice

Possible Student Evidence:

- Know what to expect on assessments
- Can explain different strategies that the teacher uses to assess them
- Can explain why they were assigned a specific grade on an assessment
- Can explain what they need to learn next to improve their performance on assessments

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term).	The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs.	The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.	The teacher adapts and creates new strategies to meet the specific needs of students for who the typical application of strategies does not produce the desired effect.

Evidence and/or Artifacts for Criterion 2 Elements:

Comments:

Total Rating for Domain 2: (see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)		U=1	B=2	P=3	E=4
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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.	U	B	P	E
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Component 3.1: <i>Effective scaffolding of information within a lesson</i>				
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Possible Teacher Evidence:

- Content is organized to build upon previous information and knowledge
- Presentation of content is logical and progresses from simple to complex
- Where appropriate, presentation of content is integrated with other content areas, other lessons, and/or other units
- Plans articulate potential confusions that students may experience
- Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
- Plans incorporate student choice and initiative
- Plans provide for extension of learning
- Plans integrate English Language Development with any content area

Possible Student Evidence:

- Can describe the rationale for how the content is organized
- Can describe the rationale for the sequence of instruction
- Can describe how content is related to previous lessons, units, or other content
- Can describe how lessons within the unit progress toward deep understanding and transfer of content
- Can describe how students will make choices and take initiative
- Can describe how learning will be extended

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content but does not require students to apply the content in authentic ways.	The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.	The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.

Component 3.2: <i>Planning and preparing for the needs of all students</i>				
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Possible Teacher Evidence:

- Uses differentiation
- Uses data for flexible grouping
- Implements a variety of classroom interventions or knows when to move students to the next level of intervention
- Identifies the accommodations/adaptations that must be made for individual ELL students or groups within a lesson and/or unit of instruction
- Has plans that have been adapted or modified appropriately according to the language needs of the student
- Accommodations and adaptation are visible throughout the classroom and units of instruction
- Is aware of the purpose for the intervention
- Designs learning experiences which transfer cognitive load and control of students
- Can describe opportunities to be culturally responsive within the planning and implementation

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Possible Student Evidence:

- Shows evidence of growth
- Is aware of available resources and accesses them appropriately
- Active participation of second language learners in all classroom activities
- Equitable opportunities for demonstration of mastery of knowledge
- Feels like a valued contributing member of the class

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.	The teacher identifies interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning) but does not ensure that all identified students are adequately served by the interventions.	The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).	The teacher is recognized as a leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).

Evidence and/or Artifacts for Criterion 3 Elements:

Comments:

Total Rating for Domain 3: <i>(see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)</i>	U=1	B=2	P=3	E=4
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Criterion 4: Professional Responsibilities		U	B	P	E
Component 4.1: <i>Engaging in positive interactions with parents and the school community about courses, programs, and school events</i>					
Possible Teacher Evidence: - Utilizes the appropriate means of communication - Present to, works with, or speaks to the school board, ad hoc committees, PTSA, media, advisory groups, etc. - Fosters partnerships with families/school/community - Encourages parent and community involvement in classroom and school activities - Accesses available expertise and resources to support students' learning needs - Works cooperatively with appropriate school personnel to address issues that impact student learning - Seeks community connections and support in order to facilitate productive, two-way, classroom-to-home communications - Seeks to learn families' past experiences with school systems					
Possible Student Evidence: - When asked, are aware that teachers actively communicate with their parents - When asked, are aware that teachers are active in the community					
Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4		
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher attempts to communicate and collaborate with parents/guardians and school/community regarding courses, programs, and school events relevant to the students' but does not necessarily do so in a timely or clear manner.	The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner.	The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students.		
Component 4.2: <i>Promoting positive interactions with colleagues</i>					
Possible Teacher Evidence: - Is punctual - Is prepared for meetings - Works to resolve conflicts - Respectfully addresses others - Assists in the effective functioning of a team/group					
Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4		
The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group.	The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments.	The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.	The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning.		

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Component 4.3: Participating in district and school initiatives								
Possible Teacher Evidence: - Participates in school activities and events as appropriate to support students and families - Serves on school and district committees - Participates in staff development opportunities - Works to achieve school and district improvement goals - Keeps track of specific situations in which they have participated in school or district initiatives - Can describe and show evidence of his/her participation in district and school initiatives								
Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4					
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district and school initiatives but does not participate at a level consistent with their talents and availability.	The teacher actively participates in district and school initiatives at a level consistent with their talents and availability.	The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.					
Evidence and/or Artifacts for Criterion 4 Elements:								
Comments:								
Total Rating for Domain 4: <i>(see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)</i>				U=1	B=2	P=3	E=4	
Educator Comments:								
Administrator Comments:								
Overall Score (Add all Component points & then divide by 15): ____ / 15 = ____ %								
<u>Final Designation: (circle)</u>	<i>Unsatisfactory = ANY Domain Basic or below and Overall Score is <50%</i> <i>Basic = ANY Domain Basic or below and Overall Score is >=50%</i> <i>Proficient = ALL Domains Prof or higher and Overall Score is 75 to 85%</i> <i>Exemplary = ALL Domains Prof or higher and Overall Score is >85%</i>							

Statement: A formal conference was held on _____ (date) with my evaluating administrator. I understand that I have five workdays to study and prepare a response that will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.

Educator's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

[Type here]