CCSD Standard Certified Teacher Evaluation Form

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)   Informal Observation Dates (below)

Pre-Observation: ___Click here to enter a date.___	Click here to enter a date.
Observation (30 minutes): ___Click here to enter a date.___	Click here to enter a date.
Post-Observation: ___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 Form. 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)*				
Component 1.2: *Understanding students' interests and backgrounds*				
Component 1.3: *Demonstrating value and respect for reluctant learners and students regularly marginalized or underserved by school systems*				
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*				
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.*				
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.*				
Component 2.4: *Conducting practicing and deepening lessons*				
Component 2.5: *Noticing when students are not engaged*				
Component 2.6: *Using and applying academic vocabulary*				
Component 2.7: *Designing instruction aligned to assessment*				
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

[Type here]

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	U	B	P	E
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.	**U**	**B**	**P**	**E**
Component 3.1: *Effective scaffolding of information within a lesson*				
Component 3.2: *Planning and preparing for the needs of all students*				
Evidence and/or Artifacts for Criterion 3 Elements:				
Comments:				
Total Rating for Domain 3: *(see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)*	**U=1**	**B=2**	**P=3**	**E=4**

[Type here]

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Criterion 4: Professional Responsibilities	U	B	P	E
Component 4.1: *Engaging in positive interactions with parents and the school community about courses, programs, and school events*				
Component 4.2: *Promoting positive interactions with colleagues*				
Component 4.3: *Participating in district and school initiatives*				
Evidence and/or Artifacts for Criterion 4 Elements:				
Comments:				
Total Rating for Domain 4: *(see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)*	U=1	B=2	P=3	E=4

Educator Comments:

Administrator Comments:

Overall Score (Add all Component points & then divide by 15): _____/15 = _____%

Final Designation: (circle)	Unsatisfactory = ANY Domain Basic or below and Overall Score is <50% Basic = ANY Domain Basic or below and Overall Score is >=50% Proficient = ALL Domains Prof or higher and Overall Score is 75 to 85% Exemplary = ALL Domains Prof or higher and Overall Score is >85%

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]