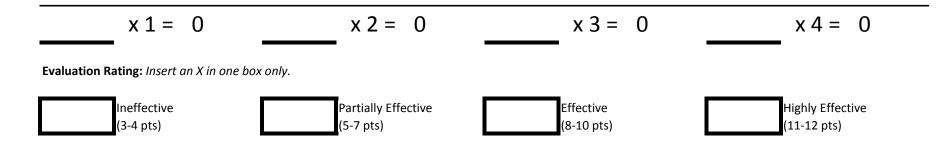
<u>Standard 1</u>: <u>Learner Development</u>: The teacher understands how learners grow and develop; recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Highlight the appropriate box per row. Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely uses assessment or	The teacher occasionally uses	The teacher often uses assessment and scaffolding to design and modify	The teacher consistently uses
scaffolding to design and modify	assessment or scaffolding to design and		assessment and scaffolding to design
instruction for the development of	modify instruction for the development		and modify instruction for the
learner's needs.	of learner's needs.		development of learner's needs.
The teacher rarely creates	The teacher occasionally creates	The often creates developmentally	The teacher consistently creates
developmentally appropriate	developmentally appropriate	appropriate instruction that takes into	developmentally appropriate
instruction that takes into account	instruction that takes into account	account learners' strengths and	instruction that takes into account
learners' strengths and interests.	learners' strengths and interests.	interests.	learners' strengths and interests.
The teacher rarely collaborates with	The teacher occasionally collaborates	The teacher often collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	The teacher consistently collaborates
families, communities, colleagues, and	with families, communities, colleagues,		with families, communities, colleagues
other professionals to promote learner	and other professionals to promote		and other professionals to promote
growth and development.	learner growth and development.		learner growth and development.



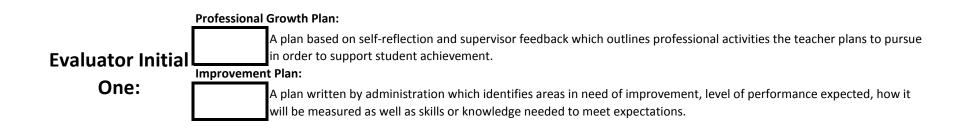
Mammoth-San Manuel School District

Evaluation Summary (Group A)

_		Formal Evaluation Workshee	t		
Achievement Level:	(I) Ineffective	(P) Partially Effective	(E) Effective	(H) Highly Effective	
Percent Needed:	25% - 37%	38% - 62%	63% - 87%	88% - 100%	Fixed
Score Needed:	70 - 105	106 - 175	176 - 245	246 - 280	Percent
Final Score:	0	0	0	0	50
_		Walkthrough Worksheet			
A	Walkthrough #1	Walkthrough #2	Walkthrough #3	Totals Score	Fixed
Assessment:	(6 possible)	(6 possible)	(6 possible)	(18 possible)	Percent
# of Yeses:				0	17
_	Cl	assroom-Level Data Workshe	eet		
Accorements	Assessment #1	Assessment #2		Totals Score	Fixed
Assessment:	(100 possible)	(100 possible)		(200 possible)	Percent
% Met Assessment				0	33
		Formal Evaluation Workshee	t		

Total Percent 100

Formal Evaluation worksheet					
Achievement Level:	(I) Ineffective	(P) Partially Effective	(E) Effective	(H) Highly Effective	
Percent Needed:	25% - 37%	38% - 62%	63% - 87%	88% - 100%	
Final Score:	0%				



QUICK COMMENTS ON SPECIFIC STANDARDS:

Standard #		
AREAS IN NEED OF IMPROVEMENT:		
ADDITIONAL COMMENTS & RECOMMENDATIONS:		
		CONTINUED ON BACK
Evaluator Signature:	Date:	
Teacher Signature:	Date:	

Mammoth-San Manuel School District Evaluation Summary (Group B)

		Formal Evaluation Worksheet			
Achievement Level:	(I) Ineffective	(P) Partially Effective	(E) Effective	(H) Highly Effective	
Percent Needed:	25% - 37%	38% - 62%	63% - 87%	88% - 100%	Fixed
Score Needed:	70 - 105	106 - 175	176 - 245	246 - 280	Percent
Final Score:	0	0	0	0	50
		Walkthrough Workshoot			
Г	Walkthrough #1	Walkthrough Worksheet Walkthrough #2	Walkthrough #3	Totals Score	Fixed
Assessment:		-	-		
# of Yeses:	(6 possible)	(6 possible)	(6 possible)	(18 possible) 0	Percent 17
		1		Ŭ	17
	C	lassroom-Level Data Workshee	et		
Assessment:	Assessment #1	Assessment #2		Totals Score	Enter
Assessment.	(100 possible)	(100 possible)		(200 possible)	Percent
% Met Assessment				0	16.5
		District-Level Data Worksheet			
•	Assessment #1	Assessment #2		Totals Score	Enter
Assessment:	(100 possible)	(100 possible)		(200 possible)	Percent
% Met Assessment	,			0	16.5
_		Formal Evaluation Worksheet			-
Achievement Level:	(I) Ineffective	(P) Partially Effective	(E) Effective	(H) Highly Effective	Total
Percent Needed:	25% - 37%	38% - 62%	63% - 87%	88% - 100%	Percent
Final Score:	0%				100

Professional Growth Plan:

A plan based on self-reflection and supervisor feedback which outlines professional activities the teacher plans to pursue in order to support student achievement.

Evaluator Initial Improvement Plan:

One:

A plan written by administration which identifies areas in need of improvement, level of performance expected, how it will be measured as well as skills or knowledge needed to meet expectations.

QUICK COMMENTS ON SPECIFIC STANDARDS:

Standard #		
Standard #		
AREAS IN NEED OF IMPROVEMENT:		
ADDITIONAL COMMENTS & RECOMMENDATIONS:		
		CONTINUED ON BACK
		-
Evaluator Signature:	Date:	
-		
Teacher Signature:	 Date:	

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

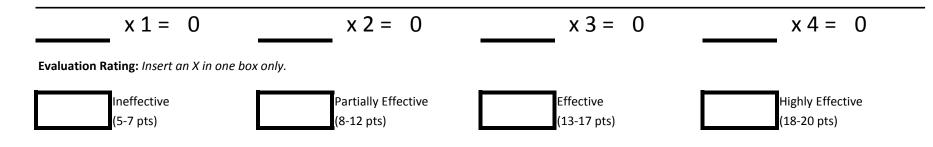
Highlight the appropriate box per row.			
Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely delivers	The teacher occasionally delivers	The teacher often delivers	The teacher consistently delivers
differentiated instruction.	differentiated instruction.	differentiated instruction.	differentiated instruction.
The teacher rarely makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	The teacher occasionally makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	The teacher often makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	The teacher consistently makes appropriate and timely provisions (e.g pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs
The teacher rarely designs instruction to build on learners' prior knowledge and experiences , allowing learners to accelerate as they demonstrate their understandings.	The teacher occasionally designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	The teacher often d esigns instruction to build on learners' prior knowledge and experiences , allowing learners to accelerate as they demonstrate their understandings.	
The teacher rarely plans instruction to include strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency based on SEI and ELD strategies.	The teacher occasionally plans instruction to include strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency based on SEI and ELD strategies.	The teacher often plans instruction to include strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency based on SEI and ELD strategies	The teacher consistently plans instruction to include strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency based on SEI and ELD strategies.

The teacher rarely accesses resources, supports, and specialized assistance and resources, supports, and specialized services to meet particular learning differences or needs.

The teacher **occasionally** accesses assistance and services to meet particular learning differences or needs differences or needs

The teacher often accesses resources, supports, and specialized assistance and resources, supports, and specialized services to meet particular learning

The teacher **consistently** accesses assistance and services to meet particular learning differences or needs



Evaluation Instruments

	Classroom-Level Data	School-Level Data	Teacher Performance
Group A Teachers (Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)	Standards (GALILEO, DIBELS)	Not Applicable	> Formal Evaluation Instrument > 3 Unannounced Walkthroughs Per Year > LEA's may develop their own rubrics which shall be based upon national standards, as approved by the State board of Education.
Percentage Criteria	33% of Evaluation Outcomes	Not Applicable	67% of Evaluation Outcomes
data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers'	Assessments, aligned with Arizona State	> AIMS > Stanford 10 > District/School-level Benchmark Assessments, aligned with Arizona State Standards (GALILEO, DIBELS) > Survey Data	> Formal Evaluation Instrument > 3 Unannounced Walkthroughs Per Year > LEA's may develop their own rubrics which shall be based upon national standards, as approved by the State board of Education.
Percentage Criteria	33% - 50% of Evaluation Outcomes	33% - 50% of Evaluation Outcomes	50% - 67% of Evaluation Outcomes

Teacher: Please choose applicable classroom-level and school-level evaluation instruments dependent upon your group status.

Evaluator Signature:

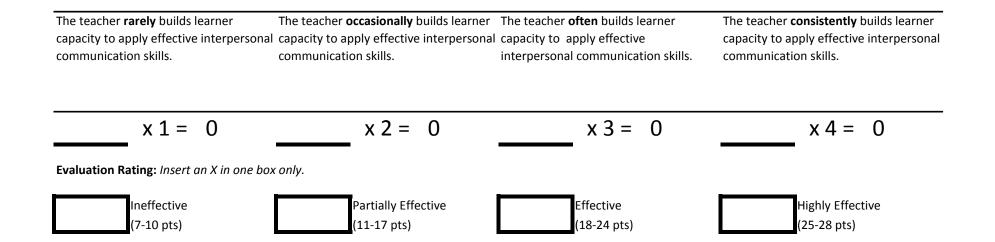
Date:

Teacher Signature:

Date:_____

<u>Standard 3</u>: <u>Learning Environments</u>: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Highlight the appropriate box per row. Partially Effective (2 pt) Highly Effective (4 pt) Ineffective (1 pt) Effective (3 pt) The teacher rarely collaborates with The teacher **occasionally** collaborates The teacher often collaborates with The teacher **consistently** collaborates learners, families, and colleagues. with learners, families, and colleagues. learners, families, and colleagues. with learners, families, and colleagues. The teacher **rarely** develops learning The teacher **occasionally** develops The teacher often develops learning The teacher often develops learning experiences that engage learners in learning experiences that engage experiences that engage learners in experiences that engage learners in learners in collaborative and selfcollaborative and self-directed learning. collaborative and self-directed learning. collaborative and self-directed learning. directed learning. The teacher occasionally manages the The teacher rarely manages the The teacher **often** manages the learning The teacher **consistently** manages the learning environment to actively and learning environment to actively and environment to actively and equitably learning environment to actively and equitably engage learners. equitably engage learners. engage learners. equitably engage learners. The teacher rarely uses a variety of The teacher occasionally uses a variety The teacher often uses a variety of The teacher **consistently uses a variety** methods to engage learners in of methods to engage learners in methods to engage learners in of methods to engage learners in evaluating the learning environment evaluating the learning environment evaluating the learning environment evaluating the learning environment and adjusts appropriately with input from students. from students. from students. from students. The teacher **rarely** communicates The teacher occasionally communicates The teacher often communicates The teacher **consistently** communicates verbally and nonverbally in ways that demonstrate respect for learners' demonstrate respect for learners' demonstrate respect for learners' demonstrate respect for learners' differing perspectives. differing perspectives. differing perspectives. differing perspectives. The teacher rarely promotes The teacher **occasionally** promotes The teacher often promotes The teacher **consistently** promotes responsible learner use of interactive technologies. technologies. technologies. technologies.



Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Indicators:

Highlight the appropriate box per row.			
Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely uses multiple	The teacher occasionally uses multiple	The teacher often uses multiple	The teacher consistently uses multiple
representations and explanations that	representations and explanations that	representations and explanations that	representations and explanations that
capture key ideas in the discipline to	capture key ideas in the discipline to	capture key ideas in the discipline to	capture key ideas in the discipline to
guide learners through learning	guide learners through learning	guide learners through learning	guide learners through learning
progressions.	progressions.	progressions.	progressions.
The teacher rarely engages students in	The teacher occasionally engages	The teacher often engages students in	The teacher consistently engages
learning experiences in the discipline(s)	students in learning experiences in the	learning experiences in the discipline(s)	students in learning experiences in the
that encourage learners to understand ,	discipline(s) that encourage learners to	that encourage learners to understand,	discipline(s) that encourage learners to
question , and analyze ideas from	understand, question, and analyze	question, and analyze ideas from	understand, question, and analyze
diverse perspectives so that they	ideas from diverse perspectives so that	diverse perspectives so that they	ideas from diverse perspectives so that
master the content.	they master the content	master the content	they master the content.
The teacher rarely engages learners in	The teacher occasionally engages	The teacher often engages learners in	The teacher consistently engages
applying methods of inquiry and	learners in applying methods of inquiry	applying methods of inquiry and	learners in applying methods of inquiry
standards of evidence used in the	and standards of evidence used in the	standards of evidence used in the	and standards of evidence used in the
discipline.	discipline.	discipline.	discipline.
The teacher rarely stimulates learner	The teacher occasionally stimulates	The teacher often stimulates learner	The teacher consistently stimulates
reflection on prior content knowledge,	learner reflection on prior content	reflection on prior content knowledge,	learner reflection on prior content
links new concepts to familiar concepts,	knowledge, links new concepts to	links new concepts to familiar concepts,	knowledge, links new concepts to
and makes connections to learners'	familiar concepts, and makes	and makes connections to learners'	familiar concepts, and makes
experiences.	connections to learners' experiences.	experiences.	connections to learners' experiences.
The teacher rarely recognizes learner	The teacher occasionally recognizes	The teacher often recognizes learner	The teacher consistently recognizes
misconceptions in a discipline that	learner misconceptions in a discipline	misconceptions in a discipline that	learner misconceptions in a discipline
interfere with learning, and creates	that interfere with learning, and creates	interfere with learning, and creates	that interfere with learning, and creates
experiences to build accurate	experiences to build accurate	experiences to build accurate	experiences to build accurate
conceptual understanding.	conceptual understanding	conceptual understanding	conceptual understanding

The teacher rarely evaluates and	The teacher occasionally evaluates and	The teacher often evaluates and	The teacher consistently evaluates and
modifies instructional resources and	modifies instructional resources and	modifies instructional resources and	modifies instructional resources and
curriculum materials for their	curriculum materials for their	curriculum materials for their	curriculum materials for their
comprehensiveness, accuracy for	comprehensiveness, accuracy for	comprehensiveness, accuracy for	comprehensiveness, accuracy for
representing particular concepts in the	representing particular concepts in the	representing particular concepts in the	representing particular concepts in the
discipline, and appropriateness for	discipline, and appropriateness for	discipline, and appropriateness for	discipline, and appropriateness for
his/her learners.	his/her learners.	his/her learners.	his/her learners.
The teacher rarely uses supplementary resources and technologies effectively for all learners.	The teacher occasionally uses supplementary resources and technologies effectively for all learners.	The teacher often uses supplementary resources and technologies effectively for all learners.	The teacher consistently uses supplementary resources and technologies effectively for all learners.
The teacher rarely creates	The teacher occasionally creates	The teacher often creates opportunities	The teacher consistently creates
opportunities for students to learn,	opportunities for students to learn,	for students to learn, practice, and	opportunities for students to learn,
practice, and master academic language	e practice, and master academic language	master academic language in their	practice, and master academic language
in their content.	in their content	content	in their content
The teacher rarely accesses school	The teacher occasionally accesses	The teacher often accesses school	The teacher consistently accesses
and/or district-based resources to	school and/or district-based resources	and/or district-based resources to	school and/or district-based resources
evaluate the learner's content	to evaluate the learner's content	evaluate the learner's content	to evaluate the learner's content
knowledge in their primary language.	knowledge in their primary language.	knowledge in their primary language.	knowledge in their primary language.
x 1 = 0	x 2 = 0	x 3 = 0	x 4 = 0
Evaluation Rating: Insert an X in one bo.	x only.		
Ineffective	Partially Effective	Effective	Highly Effective
(9-13 pts)	(14-22 pts)	(23-31 pts)	(32-36 pts)

<u>Standard 5</u>: <u>Application of Content</u>: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

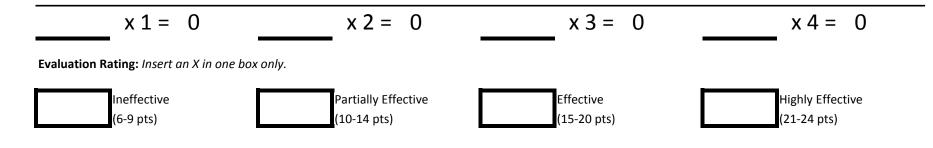
Highlight the appropriate box per row.			
Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
	The teacher occasionally develops and implements projects that guide learners in analyzing local or global issues across content areas.	implements projects that guide learners	The teacher consistently develops and implements projects that guide learners in analyzing local or global issues across content areas.
The teacher rarely engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	The teacher occasionally engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).		The teacher consistently engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
The teacher rarely engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving .	The teacher occasionally engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving	The teacher often engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving	The teacher consistently engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving
The teacher rarely develops learners' communication skills that address varied audiences and purposes.	The teacher occasionally develops learners' communication skills that address varied audiences and purposes.	The teacher often develops learners' communication that address varied audiences and purposes.	The teacher consistently develops learners' communication skills that address varied audiences and purposes.
The teacher rarely facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create approaches to solving problems.	The teacher occasionally facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create approaches to solving problems.	The teacher often facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create approaches to solving problems.	The teacher consistently facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create approaches to solving problems.

The teacher rarely develops and implements supports for learner literacy development across content areas.

The teacher **occasionally** develops and The teacher **often** develops and implements supports for learner literacy development across content areas by applying ELA standards.

implements supports for learner literacy development across content areas by applying ELA standards.

The teacher **consistently** develops and implements supports for learner literacy development across content areas by applying ELA standards.



<u>Standard 6</u>: <u>Assessment</u>: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Highlight the appropriate box per row.			
Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	The teacher occasionally balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	The teacher often balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	The teacher consistently balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
The teacher rarely designs assessments that match learning objectives.	The teacher occasionally designs assessments that match learning objectives.	The teacher often designs assessments that match learning objectives.	The teacher consistently designs assessments that match learning objectives.
The teacher rarely works independently and collaboratively to examine data to understand each learner's progress and to guide planning.	independently and collaboratively to	The teacher often works independently and collaboratively to examine data to understand each learner's progress and to guide planning.	The teacher consistently works independently and collaboratively to examine data to understand each learner's progress and to guide planning.
The teacher rarely engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	The teacher occasionally engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	The teacher often engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	The teacher consistently engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.
The teacher rarely engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	The teacher occasionally engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	The teacher often engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	The teacher consistently engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

The teacher rarely models and in higher level thinking and reflection. The teacher occasionally models and in higher level thinking and reflection. The teacher often models and in higher level thinking and reflection.

The teacher **consistently** models and structures processes that guide learners in higher level thinking and reflection.

The teacher **rarely** prepares all learners The teacher occasionally prepares all for the demands of particular learners for the demands of particular assessment formats and makes assessment formats and makes appropriate accommodations in appropriate accommodations in assessments or testing conditions, assessments or testing conditions, especially for learners with disabilities especially for learners with disabilities and language learning needs. and language learning needs.

The teacher often prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

The teacher **consistently** prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

The teacher rarely seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

The teacher occasionally seeks appropriate ways to employ technology ways to employ technology to support to support assessment practice both to engage learners more fully and to assess and address learner needs.

The teacher **often** seeks appropriate assessment practice both to engage learners more fully and to assess and address learner needs.

The teacher **consistently** seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

x 1 = 0

x 2 = 0

x 3 =

0

x 4 = 0

Evaluation Rating: *Insert an X in one box only.*

Ineffective	Partially Effective	Effective	Highly Effective
(8-12 pts)	(13-19 pts)	(20-27 pts)	(28-32 pts)

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Highlight the appropriate box per row.			
Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely , both individually and collaboratively, selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	The teacher on occasion , both individually and collaboratively, selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	The teacher often , both individually and collaboratively, selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	The teacher consistently , both individually and collaboratively, selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
The teacher rarely chooses appropriate strategies and accommodations, resources, and materials to differentiate instruction and meet goals for individuals and groups of learners.	appropriate strategies and accommodations, resources, and	The teacher often chooses appropriate strategies and accommodations, resources, and materials to differentiate instruction and meet goals for individuals and groups of learners.	The teacher consistently chooses appropriate strategies and accommodations, resources, and materials to differentiate instruction and meet goals for individuals and groups of learners.
The teacher rarely develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	The teacher occasionally develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	The teacher often develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	appropriate sequencing of learning
The teacher rarely plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	The teacher occasionally plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	The teacher often plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	The teacher consistently plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

The teacher rarely plans collaboratively The teacher occasionally plans The teacher **often** plans collaboratively The teacher **consistently** plans to design and deliver appropriate collaboratively to design and deliver to design and deliver appropriate collaboratively to design and deliver learning experiences to meet unique appropriate learning experiences to learning experiences to meet unique appropriate learning experiences to learning needs. meet unique learning needs. learning needs. meet unique learning needs. The teacher **rarely** evaluates plans in The teacher **occasionally** evaluates The teacher **often** evaluates plans in The teacher **consistently** evaluates relation to short- and long-range goals plans in relation to short- and longrelation to short- and long-range goals plans in relation to short- and longand systematically adjusts plans to range goals and systematically adjusts and systematically adjusts plans to range goals and systematically adjusts meet each student's learning needs and plans to meet each student's learning meet each student's learning needs and plans to meet each student's learning enhance learning. needs and enhance learning. enhance learning. needs and enhance learning. x 1 = 0x 2 = 0x 3 = 0x 4 = 0**Evaluation Rating:** *Insert an X in one box only.* Ineffective Partially Effective Effective Highly Effective (10-14 pts) (21-24 pts) (6-9 pts) (15-20 pts)

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicators:

products and performances.

Highlight the appropriate box per row.			
Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely uses appropriate	The teacher occasionally uses	The teacher often uses appropriate	The teacher consistently uses
strategies and resources to adapt	appropriate strategies and resources to	strategies and resources to adapt	appropriate strategies and resources to
instruction to the needs of individuals	adapt instruction to the needs of	instruction to the needs of individuals	adapt instruction to the needs of
and groups of learners.	individuals and groups of learners.	and groups of learners.	individuals and groups of learners.
The teacher rarely monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs	The teacher occasionally monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs	The teacher often monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs	The teacher consistently monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs
The teacher rarely collaborates with	The teacher occasionally collaborates	The teacher often c ollaborates with	The teacher consistently collaborates
learners to design and implement	with learners to design and implement	learners to design and implement	with learners to design and implement
relevant learning experiences and	relevant learning experiences and	relevant learning experiences and	relevant learning experiences and
identify their strengths.	identify their strengths.	identify their strengths.	identify their strengths.
The teacher rarely varies his/her role in	The teacher occasionally varies his/her	The teacher often varies his/her role in	The teacher consistently varies his/her
the instructional process (e.g.,	role in the instructional process (e.g.,	the instructional process (e.g.,	role in the instructional process (e.g.,
instructor, facilitator, coach, audience)	instructor, facilitator, coach, audience)	instructor, facilitator, coach, audience)	instructor, facilitator, coach, audience)
in relation to the content and purposes	in relation to the content and purposes	in relation to the content and purposes	in relation to the content and purposes
of instruction and the needs of learners.	of instruction and the needs of learners.	of instruction and the needs of learners.	of instruction and the needs of learners
The teacher rarely provides multiple	The teacher occasionally provides	The teacher often provides multiple	The teacher consistently provides
models and representations of concepts	multiple models and representations of	models and representations of concepts	multiple models and representations of
and skills with opportunities for	concepts and skills with opportunities	and skills with opportunities for	concepts and skills with opportunities
learners to demonstrate their	for learners to demonstrate their	learners to demonstrate their	for learners to demonstrate their
knowledge through a variety of	knowledge through a variety of	knowledge through a variety of	knowledge through a variety of

products and performances.

products and performances.

products and performances.

The teacher rarely engages all learners in developing higher order questioning skills and metacognitive processes.	The teacher occasionally engages all learners in developing higher order questioning skills and metacognitive processes.	The teacher often engages all learners in developing higher order questioning skills and metacognitive processes.	The teacher consistently engages all learners in developing higher order questioning skills and metacognitive processes.
The teacher rarely engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	The teacher occasionally engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	The teacher often engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	The teacher consistently engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
The teacher rarely uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	The teacher occasionally uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	The teacher often uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	The teacher consistently uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
The teacher rarely asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The teacher occasionally asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The teacher often asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The teacher consistently asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
x 1 = 0	x 2 = 0	x 3 = 0	x 4 = 0
Evaluation Rating: Insert an X in one bo.	x only.		



<u>Standard 9</u>: <u>Professional Learning and Ethical Practice</u>: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Highlight the appropriate box per row.			It - I to Fff - At the (A set)
Ineffective (1 pt) The teacher rarely engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on state standards.	to provide all learners with engaging	Effective (3 pt) The teacher often engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on state standards.	to provide all learners with engaging
The teacher rarely engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	The teacher occasionally engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	The teacher often engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	The teacher consistently engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
Independently and in collaboration with colleagues, the teacher rarely uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, the teacher occasionally uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, the teacher often uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, the teacher consistently uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
The teacher rarely seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	The teacher occasionally seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem- solving.	The teacher often seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	The teacher consistently seeks professional, community, and/or technological resources, within and outside the school, as supports for analysis, reflection, and problem- solving.

The teacher rarely reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

The teacher occasionally reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to more relevant learning experiences.

The teacher often reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning understanding of cultural, ethnic, differences to build stronger build stronger relationships and create relationships and create more relevant learning experiences.

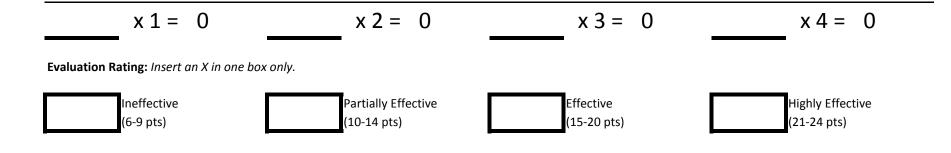
The teacher consistently reflects on his/her personal biases and accesses resources to deepen his/her own gender, and learning differences to build stronger relationships and create more relevant learning experiences.

The teacher **rarely** advocates, models, and teaches safe, legal, and ethical use of information and technology including ethical use of information and appropriate documentation of sources and respect for others in the use of social media.

The teacher occasionally advocates, models, and teaches safe, legal, and technology including appropriate documentation of sources and respect for others in the use of social media.

The teacher often advocates, models, and teaches safe, legal, and ethical use of information and technology including ethical use of information and appropriate documentation of sources and respect for others in the use of social media.

The teacher consistently advocates, models, and teaches safe, legal, and technology including appropriate documentation of sources and respect for others in the use of social media.



<u>Standard 10</u>: <u>Leadership and Collaboration</u>: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Highlight the appropriate box per row. Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-	The teacher occasionally takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning.		The teacher consistently takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for
The teacher rarely works with other school	The teacher occasionally works with other	The teacher often works with other school	The teacher consistently works with other
professionals to plan and jointly facilitate	school professionals to plan and jointly	professionals to plan and jointly facilitate	school professionals to plan and jointly
learning on how to meet diverse needs of	facilitate learning on how to meet diverse	learning on how to meet diverse needs of	facilitate learning on how to meet diverse
learners.	needs of learners	learners	needs of learners
The teacher rarely engages collaboratively	The teacher occasionally engages	The teacher often engages collaboratively in	The teacher consistently engages
in the school wide effort to build a shared	collaboratively in the school wide effort to	the school wide effort to build a shared	collaboratively in the school wide effort to
vision and supportive culture, identify	build a shared vision and supportive culture,	vision and supportive culture, identify	build a shared vision and supportive culture,
common goals, and monitor and evaluate	identify common goals, and monitor and	common goals, and monitor and evaluate	identify common goals, and monitor and
progress toward those goals.	evaluate progress toward those goals.	progress toward those goals.	evaluate progress toward those goals.
The teacher rarely works collaboratively	The teacher occasionally works	The teacher often works collaboratively with	collaboratively with learners and their
with learners and their families to establish	collaboratively with learners and their	learners and their families to establish	
expectations and ongoing communication to	families to establish expectations and	expectations and ongoing communication to	
support learner development and	ongoing communication to support learner	support learner development and	
achievement.	development and achievement.	achievement.	
Working with school colleagues, the teacher rarely builds ongoing connections with community resources to enhance student learning and well-being.	Working with school colleagues, the teacher occasionally builds ongoing connections with community resources to enhance student learning and well-being.	Working with school colleagues, the teacher often builds ongoing connections with community resources to enhance student learning and well-being.	Working with school colleagues, the teacher consistently builds ongoing connections with community resources to enhance student learning and well-being.

The teacher rarely engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	The teacher occasionally engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice	The teacher often engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice	The teacher consistently engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice
The teacher rarely uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues	The teacher occasionally uses technological tools and a variety of communication strategies to build learning communities that engage learners, families, and colleagues	C C	The teacher consistently uses technological tools and a variety of communication strategies to build learning communities that engage learners, families, and colleagues.
The teacher rarely uses and generates meaningful action research on education issues and policies.	The teacher occasionally uses and generates meaningful action research on education issues and policies.	The teacher often uses and generates meaningful action research on education issues and policies.	The teacher consistently uses and generates meaningful action research on education issues and policies.
The teacher rarely seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, or to serve in other leadership roles.	The teacher occasionally seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, or to serve in other leadership roles.	The teacher often seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, or to serve in other leadership roles.	The teacher consistently seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, or to serve in other leadership roles.
The teacher rarely advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.	The teacher occasionally advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.	The teacher often advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.	The teacher consistently advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.
The teacher rarely takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.		at the school, district, state, and/or national	roles at the school, district, state, and/or
x 1 = 0	x 2 = 0	x 3 = 0	x 4 = 0
Evaluation Rating: Insert an X in one box only.			
Ineffective (11-16 pts)	Partially Effective (17-27 pts)	Effective (28-38 pts)	Highly Effective (39-44 pts)