

Standard 1: Learner Development: 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.

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 assessment or scaffolding to design and modify instruction for the development of learner's needs.	The teacher occasionally uses assessment or scaffolding to design and modify instruction for the development of learner's needs.	The teacher often uses assessment and scaffolding to design and modify instruction for the development of learner's needs.	The teacher consistently uses assessment and scaffolding to design and modify instruction for the development of learner's needs.
The teacher rarely creates developmentally appropriate instruction that takes into account learners' strengths and interests.	The teacher occasionally creates developmentally appropriate instruction that takes into account learners' strengths and interests.	The often creates developmentally appropriate instruction that takes into account learners' strengths and interests.	The teacher consistently creates developmentally appropriate instruction that takes into account learners' strengths and interests.
The teacher rarely collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	The teacher occasionally collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	The teacher often collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	The teacher consistently collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

_____ x 1 = 0 _____ x 2 = 0 _____ x 3 = 0 _____ x 4 = 0

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

Ineffective
(3-4 pts)

Partially Effective
(5-7 pts)

Effective
(8-10 pts)

Highly Effective
(11-12 pts)

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

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%
Score Needed:	70 - 105	106 - 175	176 - 245	246 - 280
Final Score:	0	0	0	0

Fixed Percent
50

Walkthrough Worksheet

Assessment:	Walkthrough #1 (6 possible)	Walkthrough #2 (6 possible)	Walkthrough #3 (6 possible)	Totals Score (18 possible)
# of Yeses:				0

Fixed Percent
17

Classroom-Level Data Worksheet

Assessment:	Assessment #1 (100 possible)	Assessment #2 (100 possible)	Totals Score (200 possible)
% Met Assessment			0

Fixed Percent
33

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%			

Total Percent
100

Professional Growth Plan:

Evaluator Initial

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

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 # _____

Standard # _____

Standard # _____

Standard # _____

AREAS OF STRENGTH:

**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%
Score Needed:	70 - 105	106 - 175	176 - 245	246 - 280
Final Score:	0	0	0	0

Fixed Percent
50

Walkthrough Worksheet

Assessment:	Walkthrough #1 (6 possible)	Walkthrough #2 (6 possible)	Walkthrough #3 (6 possible)	Totals Score (18 possible)
# of Yeses:				0

Fixed Percent
17

Classroom-Level Data Worksheet

Assessment:	Assessment #1 (100 possible)	Assessment #2 (100 possible)		Totals Score (200 possible)
% Met Assessment				0

Enter Percent
16.5

District-Level Data Worksheet

Assessment:	Assessment #1 (100 possible)	Assessment #2 (100 possible)		Totals Score (200 possible)
% Met Assessment				0

Enter Percent
16.5

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%			

Total Percent
100

Professional Growth Plan:

Evaluator Initial

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

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 # _____

Standard # _____

Standard # _____

Standard # _____

AREAS OF STRENGTH:

**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.

Indicators:

Highlight the appropriate box per row.

Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely delivers differentiated instruction.	The teacher occasionally delivers differentiated instruction.	The teacher often delivers differentiated instruction.	The teacher consistently delivers 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 designs instruction to build on learners' prior knowledge and experiences , allowing learners to accelerate as they demonstrate their understandings.	The teacher consistently designs 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 services to meet particular learning differences or needs.

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

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

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

 x 1 = 0

 x 2 = 0

 x 3 = 0

 x 4 = 0

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

Ineffective
(5-7 pts)

Partially Effective
(8-12 pts)

Effective
(13-17 pts)

Highly Effective
(18-20 pts)

Evaluation Instruments

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

	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.)	---> AIMS ---> Stanford 10 ---> District/School-level Benchmark Assessments, aligned with Arizona State 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
Group B Teachers (Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)	---> AIMS ---> Stanford 10 ---> AZELLA (ELL) ---> District/School-level Benchmark Assessments, aligned with Arizona State Standards (GALILEO, DIBELS) ---> Other valid and reliable classroom-level data such as comprehensive pre/post test to be approved by administration in advance (pre-	---> 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

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Standard 3: Learning Environments: 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.

Indicators:

Highlight the appropriate box per row.

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

The teacher **rarely** builds learner capacity to apply effective interpersonal communication skills.

The teacher **occasionally** builds learner capacity to apply effective interpersonal communication skills.

The teacher **often** builds learner capacity to apply effective interpersonal communication skills.

The teacher **consistently** builds learner capacity to apply effective interpersonal communication skills.

 x 1 = 0

 x 2 = 0

 x 3 = 0

 x 4 = 0

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

Ineffective
(7-10 pts)

Partially Effective
(11-17 pts)

Effective
(18-24 pts)

Highly Effective
(25-28 pts)

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

The teacher rarely evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	The teacher occasionally evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	The teacher often evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	The teacher consistently evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for 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 opportunities for students to learn, practice, and master academic language in their content.	The teacher occasionally creates opportunities for students to learn, practice, and master academic language in their content	The teacher often creates opportunities for students to learn, practice, and master academic language in their content	The teacher consistently creates opportunities for students to learn, practice, and master academic language in their content
The teacher rarely accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	The teacher occasionally accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	The teacher often accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	The teacher consistently accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

 x 1 = 0

 x 2 = 0

 x 3 = 0

 x 4 = 0

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

Ineffective
(9-13 pts)

Partially Effective
(14-22 pts)

Effective
(23-31 pts)

Highly Effective
(32-36 pts)

Standard 5: Application of Content: 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.

Indicators:

Highlight the appropriate box per row.

Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)
The teacher rarely develops and implements projects that guide learners in analyzing local or global issues across content areas.	The teacher occasionally develops and implements projects that guide learners in analyzing local or global issues across content areas.	The teacher often develops and implements projects that guide learners in analyzing local or global issues across content areas.	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 often 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 implements supports for learner literacy development across content areas by applying ELA standards.

The teacher **often** develops and 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.

x 1 = 0

x 2 = 0

x 3 = 0

x 4 = 0

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

Ineffective
(6-9 pts)

Partially Effective
(10-14 pts)

Effective
(15-20 pts)

Highly Effective
(21-24 pts)

Standard 6: Assessment: 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.

Indicators:

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.	The teacher occasionally works independently and collaboratively to examine data to understand each learner’s progress and to guide planning.	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.

<p>The teacher rarely models and structures processes that guide learners in higher level thinking and reflection.</p>	<p>The teacher occasionally models and structures processes that guide learners in higher level thinking and reflection.</p>	<p>The teacher often models and structures processes that guide learners in higher level thinking and reflection.</p>	<p>The teacher consistently models and structures processes that guide learners in higher level thinking and reflection.</p>
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<p>The teacher rarely 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.</p>	<p>The teacher occasionally 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.</p>	<p>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.</p>	<p>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.</p>
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<p>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.</p>	<p>The teacher occasionally seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>	<p>The teacher often seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>	<p>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.</p>
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<p>_____ x 1 = 0</p>	<p>_____ x 2 = 0</p>	<p>_____ x 3 = 0</p>	<p>_____ x 4 = 0</p>
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Evaluation Rating: *Insert an X in one box only.*

<input style="width: 100%; height: 100%;" type="checkbox"/>

Ineffective
(8-12 pts)

<input style="width: 100%; height: 100%;" type="checkbox"/>

Partially Effective
(13-19 pts)

<input style="width: 100%; height: 100%;" type="checkbox"/>

Effective
(20-27 pts)

<input style="width: 100%; height: 100%;" type="checkbox"/>

Highly Effective
(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.

Indicators:

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.	The teacher occasionally chooses appropriate strategies and accommodations, resources, and materials to differentiate instruction and meet goals for individuals and groups of learners.	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.	The teacher consistently develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
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 to design and deliver appropriate learning experiences to meet unique learning needs.

The teacher **occasionally** plans collaboratively to design and deliver appropriate learning experiences to meet unique learning needs.

The teacher **often** plans collaboratively to design and deliver appropriate learning experiences to meet unique learning needs.

The teacher **consistently** plans collaboratively to design and deliver appropriate learning experiences to meet unique learning needs.

The teacher **rarely** evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

The teacher **occasionally** evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

The teacher **often** evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

The teacher **consistently** evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

x 1 = 0

x 2 = 0

x 3 = 0

x 4 = 0

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

Ineffective
(6-9 pts)

Partially Effective
(10-14 pts)

Effective
(15-20 pts)

Highly Effective
(21-24 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:

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 strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The teacher occasionally uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The teacher often uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The teacher consistently uses appropriate strategies and resources to adapt instruction to the needs of 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 learners to design and implement relevant learning experiences and identify their strengths.	The teacher occasionally collaborates with learners to design and implement relevant learning experiences and identify their strengths.	The teacher often collaborates with learners to design and implement relevant learning experiences and identify their strengths.	The teacher consistently collaborates with learners to design and implement relevant learning experiences and identify their strengths.
The teacher rarely varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	The teacher occasionally varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	The teacher often varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	The teacher consistently varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
The teacher rarely provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	The teacher occasionally provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	The teacher often provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	The teacher consistently provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of 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 box only.*

Ineffective
(9-13 pts)

Partially Effective
(14-22 pts)

Effective
(23-31 pts)

Highly Effective
(32-36 pts)

Standard 9: Professional Learning and Ethical Practice: 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.

Indicators:

Highlight the appropriate box per row.

Ineffective (1 pt)	Partially Effective (2 pt)	Effective (3 pt)	Highly Effective (4 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.	The teacher occasionally 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.	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.	The teacher consistently 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.
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 build stronger relationships and create 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 differences to build stronger relationships and create more relevant learning experiences.

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

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

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

x 1 = 0

x 2 = 0

x 3 = 0

x 4 = 0

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

Ineffective
(6-9 pts)

Partially Effective
(10-14 pts)

Effective
(15-20 pts)

Highly Effective
(21-24 pts)

Standard 10: Leadership and Collaboration: 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.

Indicators:

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-making and accountability for each student's learning.	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 often 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 decision-making and accountability for each student's learning.
The teacher rarely works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	The teacher occasionally works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	The teacher often works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	The teacher consistently works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
The teacher rarely engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	The teacher occasionally engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	The teacher often engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	The teacher consistently engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
The teacher rarely works collaboratively with learners and their families to establish expectations and ongoing communication to support learner development and achievement.	The teacher occasionally works collaboratively with learners and their families to establish expectations and ongoing communication to support learner development and achievement.	The teacher often works collaboratively with learners and their families to establish expectations and ongoing communication to support learner development and achievement.	The teacher consistently works collaboratively with learners and their families to establish expectations and ongoing communication to support learner development and 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
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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	The teacher often uses technological tools and a variety of communication strategies to build learning communities that engage learners, families, and colleagues	The teacher consistently uses technological tools and a variety of communication strategies to build learning communities that engage learners, families, and colleagues.
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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.
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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.
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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.
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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.	The teacher occasionally takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	The teacher often takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	The teacher consistently takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.
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<u> </u> x 1 = 0	<u> </u> x 2 = 0	<u> </u> x 3 = 0	<u> </u> x 4 = 0
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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)