Teacher Evaluation System Guide
Organization

The Henry Ford Academy Teacher Evaluation System is comprised of four domains that encompass all aspects of an educator’s performance.

I. Planning & Preparation
II. Classroom Environment
III. Instruction
IV. Professional Responsibilities

Other components include:

a. Individual Teacher Goal Setting
b. No less than 2 walkthroughs to observe the areas of Classroom Environment and Instruction.
c. Formal Evaluation Post Conference

In order to be aligned with the verbiage the state of Texas is using, our rubrics will consist of a five-level rating scale:

5- Distinguished  
Def. A master teacher that consistently models, meets, and exceeds professional and instructional expectations.

4- Accomplished  
Def. A solid teacher that meets and exceeds professional and instructional expectations.

3- Proficient  
Def. A solid teacher that meets professional and instructional expectations. A proficient teacher acknowledges that they are a solid teacher but is self-motivated to continue to improve their practice.

2- Developing  
Def. A teacher with a below average performance who may struggle to meet professional and instructional expectations. HFA has the option to place teacher on a growth plan at Superintendent’s discretion. However, if teacher does not make improvements after a reasonable amount of time, teacher contract may not be renewed.

1- Improvement Needed  
Def. A teacher with an unacceptable performance that does not meet professional and instructional expectations. A teacher with a final rating of “Improvement Needed” may be subject to dismissal and contract non-renewal.
### Timeline of Evaluation Events

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Action Required</th>
<th>Completed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 4 weeks of School</td>
<td>Submission of &quot;Instructional &amp; Professional Goals&quot; to Administration</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Teacher Goals Follow-Up</td>
<td>Administration</td>
</tr>
<tr>
<td>Fall Unannounced</td>
<td>Walkthrough #1</td>
<td>Administration</td>
</tr>
<tr>
<td>Within 48 business hours</td>
<td>Walkthrough #1 Follow-Up</td>
<td>Administration</td>
</tr>
<tr>
<td>of walkthrough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Unannounced</td>
<td>Walkthrough #2</td>
<td>Administration</td>
</tr>
<tr>
<td>Spring By Appointment</td>
<td>Formal Observation</td>
<td>Administration</td>
</tr>
<tr>
<td>Spring 1 week after</td>
<td>Formal Evaluation Post Conference</td>
<td></td>
</tr>
<tr>
<td>Formal Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Month of School</td>
<td>&quot;Instructional &amp; Professional Goals&quot; Reflection &amp; Review</td>
<td>Administration &amp; Teacher</td>
</tr>
</tbody>
</table>
What to Expect

Instructional & Professional Goals
Teachers will be required to submit annual professional and instructional goals based on self-reflection, supervisor feedback, data, and new research on pedagogy. Goals will be reviewed by administrators. Administrator and teacher will work together to assist with reaching these goals. Teacher should take initiative and find trainings to help with professional growth and development. Training requests will be submitted for approval to Superintendent.

Example of Goal: I would like to improve my communication and enforcement of classroom expectations, rules, and procedures.

Evidence of Growth: walkthroughs showing an increase of classroom engagement and positive teacher student interaction, observable routines decrease in behavior referrals, student academic improvement (eduphoria and gradebook), and student climate survey.

Instructional & Professional Goals End of the Year Review
Teachers will be required to reflect on the academic school year and revisit their goals. Should the goals change? Should they stay the same? Was there growth and what is the evidence to reflect that.
*Administration will review this portion as a component of teacher growth.

Walkthroughs
Walkthroughs will be conducted by an administrator no less than twice a year and focused on isolated portions of the domains of Classroom Environment and Instruction. Walkthroughs are an informal evaluation of specific components of the classroom and may last 15-30 minutes. Feedback gathered from a walkthrough will be provided within 48 business hours from the completion of walkthrough. Feedback may be given during a face to face meeting or email. It is important to note that walkthroughs are a useful data tool for both teachers and administration. This data is used to help guide the coaching administrators provide to teachers.
***Administration will take into account the growth teacher has made from each walkthrough to formal observation. This information will be taken into account when determining final teacher ratings.

Formal Observation
A formal observation is a SCHEDULED comprehensive observation conducted by administration. Formal observations may last from 45 minutes to an entire class period. All evidence collected from your formal evaluation will be used to help select teacher ratings in each domain. Formal observations should reflect growth throughout the year.
Formal Evaluation Post-Conference
A post-conference will be scheduled by the superintendent within one week of formal observation. Teachers can expect that this conference will be scheduled during their conference period. Superintendent will provide feedback on the formal observation, growth, and performance throughout the year. Teacher will have an opportunity to also provide information on their observations as well as their experience throughout the year. This conference is essential for reflection for both teacher and administration. It will allow us to continue to set purposeful goals that will assist in the improvement of student academic achievement.

What is considered evidence?

An administrator will gather data throughout the school year to best evaluate educators solely for the improvement of instructional and professional practices. It is important to remember that an evaluation is not a “gotcha”. It is based on factual pieces of evidence and information.

The following are some examples of data that can be used as evidence:
- All Walkthrough and Observation Notes
- “Instructional & Professional Goals” Sheet
- Formal Observation Notes
- Sign-in Sheets
- Data from Gradebook
- Data from Eduphoria
- Emails
- Record of Teacher Attendance
- Record of Duty Attendance
- Community Partnerships
- Student Climate Survey
- Teacher Climate Survey
- Student State Assessment Performance
- Parent Contact Logs
- Student Behavior Referrals
- Professional Development Certificates of Completion
- Formal Warnings
Professional and Instructional Goals

Initial Date: ___________________

Teacher Name: ___________________

<table>
<thead>
<tr>
<th>Domain</th>
<th>Goal</th>
<th>Plan</th>
<th>Completion Date</th>
<th>Evidence of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the Domain you need to strengthen.</td>
<td>Identify an area that you would like to strengthen.</td>
<td>How do you plan to achieve this goal? When do you anticipate reaching your goal by?</td>
<td>How will we know and measure the completion or growth towards this goal?</td>
<td></td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>I would like to improve my communication and enforcement of classroom expectations, rules, and procedures.</td>
<td>- Collaboration with colleagues to discuss strategies. - Observe other classes. - Work with Mr. Montez when establishing rules, procedures, and expectations. Request ongoing feedback. - Attend workshops on classroom management if available.</td>
<td>Quarterly Progress</td>
<td>- Walkthroughs showing an increase of classroom engagement and positive teacher student interaction. - Observable routines decrease in behavior referrals. - Student academic improvement (eduphoria and gradebook). - Student climate survey.</td>
</tr>
</tbody>
</table>
Professional and Instruction Goals
End of Year Review

Review Date: ______________

Goal #1

Did you meet your goal? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If you did not meet your goal, what are some ways that you have shown growth in area?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are some of the actions you took to achieve your goal?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Considering growth, how can you modify your goal to continue to improve your practice next year?

________________________________________________________________________
________________________________________________________________________
Professional and Instruction Goals
End of Year Review

Goal #2

Did you meet your goal? Why or why not?

If you did not meet your goal, what are some ways that you have shown growth in area?

What are some of the actions you took to achieve your goal?

Considering growth, how can you modify your goal to continue to improve your practice next year?
# Evaluation System: Walkthrough
## 2017-2018 School Year

## II. Classroom Environment

<table>
<thead>
<tr>
<th>Date</th>
<th>Administrator Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher Name</td>
</tr>
<tr>
<td></td>
<td>Course Name/Period</td>
</tr>
<tr>
<td></td>
<td>Start Time</td>
</tr>
<tr>
<td></td>
<td>End Time</td>
</tr>
</tbody>
</table>

## I. Routines & Procedures

### Communication of Standards for Student Behavior

**classroom procedures, routines, and transitions**

Teacher-
- [ ] has clearly communicated and enforced high standards for student behavior that is evident through seamless transitions between activities and daily routines.
- [ ] communicates and enforces some standards for student behavior. Students are able to transition between activities and routines with teacher guidance.
- [ ] has not clearly communicated classroom behavior standards. Students appear confused and there is minimal evidence of classroom procedures, routines, and transitions.
- [ ] not observed/not applicable

### Group Work Participation

**whole class, partners, small group, etc.**

Students-
- [ ] participated within a group and were able to manage supplies, interactions, and assignments with minimal direction.
- [ ] were dependent on teacher when participating in groups.
- [ ] appear confused/unclear of expectations when working in groups causing behavior issues and lack of engagement.
- [ ] not observed/not applicable

### Physical Classroom

**appearance, organization, and safety**

Classroom-
- [ ] is safe and organized and supports learning for ALL students.
- [ ] is safe and organized and supports learning for MOST students
- [ ] is unsafe, uncomfortable, and disorganized.
- [ ] not observed/not applicable

## Evidence/Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
II. Behavior Management

Student Expectations
enforcement of behavior in accordance to Student Code of Conduct

Teacher-
___ consistently redirected minor behavior issues without causing a significant classroom disruption.
___ inconsistently redirected behavior issues.
___ rarely/unfairly redirected behavior issues resulting in classroom disruptions.
___ not observed/not applicable

Student Behavior
___ all students were following directions with minimal behavioral disruptions.
___ some students were off task during lesson.
___ several behavior issues observed in the classroom that impeded the learning process.
___ not observed/not applicable

Evidence/Notes:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

III. Classroom Culture

Professional Student Relationships

Teacher-
___ is fair and respectful to all students. Students are respectful of their classroom community and collaborate positively.
___ created an environment where MOST students are engaged, but are sometimes disrespectful to classmates and teacher.
___ created an environment where minimal students were engaged, causing distractions. Students were disrespectful of each other and teacher.

Evidence/Notes:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Teacher Strengths
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Areas of Reinforcement
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Recommendations & Possible Resources
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Teacher received feedback of walkthrough on ____________________________.
Evaluation System: Walkthrough  
2017-2018 School Year

III. Instruction

I. Content Knowledge & Pedagogy

Delivery
*teacher knowledge of content area*

Teacher-
______ appears comfortable with content in the lesson being taught and has no issues clarifying information or presenting it in different ways when students ask questions.
______ is knowledgeable in the content of the lesson being taught, but has difficulty relaying information in multiple contexts.
______ lacks knowledge in content of the lesson being taught and is struggling conveying information to students. Notes and verbal instruction are vague and difficult for students to follow.
______ not observed/not applicable

Cross-Curricular Connections
*teacher implementation of concepts covered in other content areas*

Teacher-
______ organically implemented cross-curricular connections within lesson.
______ attempted to implement cross-curricular connections but caused confusion or possibly misaligned.
______ missed opportunities to imbed cross-curricular connections.
______ not observed/not applicable

Rigor
*higher-order thinking*

Teacher-
______ Teacher provided opportunities to use different styles of thinking. (design thinking, analytical, creative, etc)
______ Teacher provided minimal opportunities for different styles of thinking in the classroom and moved forward from topics quickly.
______ Lesson was worksheet, textbook, or lecture based. Minimal opportunity for higher-order thinking.
______ not observed/not applicable

Evidence/Notes:
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

II. Academic Expectations

Awareness

Students-
______ have a clear understanding of academic expectations in the classroom by providing thoughtful input to discussions and quality work.
______ expectation was based on completion of assignment.
______ have an unclear idea or appear to be confused as to what their assignment entail.
______ not observed/not applicable
Feedback
*purposeful evidence based feedback*

**Teacher**
- ___ provides immediate purposeful feedback that helps students know they are on the right track or clears misconceptions.
- ___ provides feedback such as "good job" or "that answer is incorrect.", but does not offer further clarification for students.
- ___ moves quickly from one topic to the next and does not offer feedback during class time.
- ___ not observed/not applicable

**Academic Ownership**
*
**student accountability**

**Students:**
- ___ visibly take initiative in the classroom, ask questions, and show awareness of their academic standing.
- ___ follow teacher direction, but ask little questions. End goal is completion of assignment.
- ___ show lack of interest in the learning taking place in the classroom.
- ___ not observed/not applicable

**Evidence/Notes:**

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**III. Communication**

**Clarity**
*
**lesson delivery**

**Teacher**
- ___ lecture/notes/instructions are clearly communicated, well paced, and easy to follow.
- ___ lecture/notes/instructions can be difficult to follow. Teacher’s pacing is either too slow or too fast causing students to become disengaged.
- ___ lecture/notes/instructions are unclear and confusing.
- ___ not observed/not applicable

**Classroom Discussions**
*
**applications opportunity**

**Teacher**
- ___ facilitates classroom discussion by using higher-order thinking questions and probing questions so students may apply ideas and skills being taught.
- ___ provides opportunities for classroom discussion by using recall questions that promote little discussion.
- ___ does not provide opportunities for student discussion. Lesson was teacher led and lecture based.
- ___ not observed/not applicable

**Evidence/Notes:**

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**IV. Differentiation**

**Lesson Components**
*

**Lesson**
- ___ addresses different learning styles.
- ___ targets one learning style.
- ___ not observed/not applicable

**Lesson Adaptation**
*

**Teacher**
- ___ actively monitors and adjusts lesson during class to address individual student learning needs and styles based on checks for understanding, disengagement, or confusion.
- ___ does minimal adjustments during classroom when students become confused.
- ___ continues with lesson and does not adjust when confusion or disengagement occurs.
- ___ not observed/not applicable
Informal Assessments

Teacher:

____ uses different strategies to check for understanding.
____ checks for understanding by asking questions.
____ does not check for understanding during lesson.
____ not observed/not applicable

Evidence/Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher Strengths

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Areas of Reinforcement

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Recommendations & Possible Resources

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher received feedback of walkthrough on ________________________.
## I. Planning and Preparation

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
<th>ACOMPLISHED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong> Planning Includes:</td>
<td><strong>4</strong> Planning Includes:</td>
<td><strong>3</strong> Planning Includes:</td>
<td><strong>2</strong> Planning Includes:</td>
<td><strong>1</strong> Planning Includes:</td>
</tr>
<tr>
<td><strong>Standards &amp; Alignment</strong></td>
<td><strong>Standards &amp; Alignment</strong></td>
<td><strong>Standards &amp; Alignment</strong></td>
<td><strong>Standards &amp; Alignment</strong></td>
<td><strong>Standards &amp; Alignment</strong></td>
</tr>
<tr>
<td>1. All objectives and goals are aligned to Texas Essential Knowledge &amp; Skills (TEKS).</td>
<td>1. All objectives and goals are aligned to Texas Essential Knowledge &amp; Skills (TEKS).</td>
<td>1. Most objectives and goals are aligned to Texas Essential Knowledge &amp; Skills (TEKS).</td>
<td>1. Minimal objectives and goals are aligned to Texas Essential Knowledge &amp; Skills (TEKS).</td>
<td></td>
</tr>
<tr>
<td>2. All goals are rigorous and measurable.</td>
<td>2. All goals are measurable.</td>
<td>2. Most lessons and activities are sequenced.</td>
<td>2. Minimal lessons and activities are sequenced.</td>
<td></td>
</tr>
<tr>
<td>3. All lessons and activities are sequenced.</td>
<td>3. All lessons and activities are sequenced.</td>
<td>3. All information provided is relevant and allows students to make real world connections.</td>
<td>3. Sometimes there is good pacing that may allow for closure.</td>
<td></td>
</tr>
<tr>
<td>4. All information provided is relevant to students' prior knowledge and strategically incorporates real world connections.</td>
<td>4. All information provided is relevant to students' prior knowledge and strategically incorporates real world connections.</td>
<td>4. All lessons have good pacing and allow for closure.</td>
<td>4. Pacing rarely allows for lesson closure.</td>
<td></td>
</tr>
<tr>
<td>5. All lessons are cross curricular.</td>
<td>5. All lessons are cross curricular.</td>
<td>5. All lessons are differentiated.</td>
<td>5. All lessons are differentiated.</td>
<td></td>
</tr>
<tr>
<td>6. All lessons are paced to provide appropriate time for lesson completion and lesson closure.</td>
<td>6. All lessons are paced to provide appropriate time for lesson completion and lesson closure.</td>
<td>6. Technology is used if applicable.</td>
<td>6. Technology is used if applicable.</td>
<td></td>
</tr>
<tr>
<td>7. All lessons are differentiated.</td>
<td>7. All lessons are differentiated.</td>
<td>7. All lessons integrate technology to enhance mastery of goals.</td>
<td>7. All lessons integrate technology to enhance mastery of goals.</td>
<td></td>
</tr>
<tr>
<td>All lessons integrate technology to enhance mastery of goals.</td>
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<table>
<thead>
<tr>
<th><strong>Data Driven</strong></th>
<th><strong>Data Driven</strong></th>
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<th><strong>Data Driven</strong></th>
<th><strong>Data Driven</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informal assessments given consistently to monitor all students' understanding of concepts being taught.</td>
<td>1. Informal assessments given consistently to monitor all students' understanding of concepts being taught.</td>
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<td>1. Informal assessments given consistently to monitor all students' understanding of concepts being taught.</td>
</tr>
<tr>
<td>2. Formal assessments given consistently to monitor all student progress and incorporated into lesson planning.</td>
<td>2. Formal assessments given consistently to monitor all student progress and incorporated into lesson planning.</td>
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<td>2. Formal assessments given consistently to monitor all student progress and incorporated into lesson planning.</td>
</tr>
<tr>
<td>3. Specific and purposeful frequent feedback provided to all students, parents, and administration about student growth. Teacher creates a sense of educational ownership within students and aids them in tracking their own progress to include strengths and weaknesses.</td>
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</tr>
<tr>
<td>4. Time data analysis of all student assessments used for teacher reflection of teaching methods and strategies in relation to student success.</td>
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<td>4. Time data analysis of all student assessments used for teacher reflection of teaching methods and strategies in relation to student success.</td>
</tr>
<tr>
<td>5. Teacher modifies lessons based on data and assessment.</td>
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<td>5. Teacher modifies lessons based on data and assessment.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lesson Design</strong></th>
<th><strong>Lesson Design</strong></th>
<th><strong>Lesson Design</strong></th>
<th><strong>Lesson Design</strong></th>
<th><strong>Lesson Design</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All lessons have higher-order thinking questions embedded throughout to engage students in complex academic discussions as well as encourage creative problem solving with real world applications.</td>
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<td>1. All lessons have higher-order thinking questions embedded throughout to engage students in complex academic discussions as well as encourage creative problem solving with real world applications.</td>
<td>1. Questions embedded throughout the lesson promote limited response.</td>
<td>1. Questions embedded throughout the lesson promote limited response.</td>
</tr>
<tr>
<td>2. All lessons are clear and focused on aligned, measurable, and achievable outcomes.</td>
<td>2. All lessons are clear and focused on aligned, measurable, and achievable outcomes.</td>
<td>2. All lessons are clear and focused on aligned, measurable, and achievable outcomes.</td>
<td>2. Most lessons are focused on aligned, measurable, and achievable outcomes.</td>
<td>2. Most lessons are focused on aligned, measurable, and achievable outcomes.</td>
</tr>
<tr>
<td>3. All lessons are highly relevant and engage most students.</td>
<td>3. All lessons are highly relevant and engage most students.</td>
<td>3. All lessons are highly relevant and engage most students.</td>
<td>3. Some lessons are relevant and engaging.</td>
<td>3. Some lessons are relevant and engaging.</td>
</tr>
<tr>
<td>4. All lessons are differentiated to address all learning styles and needs.</td>
<td>4. All lessons are differentiated to address all learning styles and needs.</td>
<td>4. All lessons are differentiated to address all learning styles and needs.</td>
<td>4. Some lessons are differentiated to address all learning styles and needs.</td>
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</tr>
</tbody>
</table>

**Evaluator Notes:**

Total/4= Score ____________
## II. Classroom Environment

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
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<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Routines &amp; Procedures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Clearly establishes and enforces high standards for student behavior through use of classroom procedures, routines, and transitions effortlessly.  
2. Classroom primarily relies on student leadership and responsibility of materials and all tasks given.  
Teacher is considered a facilitator.  
3. The classroom is a safe and organized environment that supports learning for all students. |
| 1. Clearly establishes and enforces high standards for student behavior through use of classroom procedures, routines, and transitions.  
2. Group work is student centered and students take ownership and responsibility of materials and all tasks given.  
3. The classroom is a safe and organized environment that supports learning for all students. |
| 1. Clearly communicates and enforces high standards for student behavior through use of classroom procedures, routines, and transitions.  
2. Students participate in different types of learning groups and are able to manage supplies, interactions, and assignments with minimal teacher direction.  
3. The classroom is a safe and organized environment that supports learning for all students. |
| 1. Communicates and enforces some standards for student behavior through use of classroom procedures, routines, and transitions.  
2. Students are dependent on teacher when participating in different types of learning groups.  
3. The classroom is unsafe, uncomfortable, or disorganized.  
4. Classroom only supports learning for some students. |

| **Behavior Management** |
| 1. Consistently enforces student expectations as listed in Student Code of Conduct.  
2. Teacher monitors behavior subtly, addresses misbehavior quickly, and reinforces positive behavior.  
3. Students and teacher develop and adopt classroom norms together.  
3. Teacher consistently communicates with parents on both positive and negative student behaviors and documents all contact. |
| 1. Consistently enforces student expectations as listed in Student Code of Conduct.  
2. Teacher monitors behavior subtly and addresses misbehavior quickly.  
2. Most students understand and respect classroom expectations.  
3. Teacher consistently communicates with parents on both positive and negative student behaviors and documents all contact. |
| 1. Inconsistently enforces student expectations as listed in Student Code of Conduct.  
2. Some students meet expected behavior standards.  
3. Teacher inconsistently communicates negative student behaviors to parents. |
| 1. Rarely or unfairly enforces student expectations as listed in Student Code of Conduct.  
2. Student behavior impedes learning in the classroom.  
3. Teacher does not communicate with parents on student behaviors. |

| **Classroom Culture** |
| 1. Teacher creates a positive climate of respect where students view disruptions of the learning process as disrespectful.  
2. Teacher consistently engages students in relevant and purposeful learning to build rapport with students.  
3. Students collaborate and encourage each other with a true team mindset. |
| 1. Teacher creates a positive climate of respect.  
2. Teacher engages students in relevant and purposeful learning based on student ability.  
3. Students collaborate positively. |
| 1. Teacher is fair and respectful towards students and has the ability to create positive professional relationships.  
2. Students have a mutual respect for their teacher.  
3. Students work respectfully individually and in groups. |
| 1. Teacher creates a learning environment where most students may be engaged.  
2. Students are sometimes disrespectful towards each other and have difficulty working in groups. |

Evaluator Notes:  
Total/4= Score
III. Instruction (cont’d)

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
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<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Communication**

1. Teacher has established practices in the classroom that facilitate academic discussions for all students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. Teacher provides technology and visual tools to aid in the process.
2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate.
3. Teacher incorporates higher order thinking questions such as the creative, analysis, and evaluative of Bloom's taxonomy levels that require students to understand objectives at a deeper level to be applied using real world connections.
4. Teacher uses varied questioning techniques to create support student directed learning that engages all students.
5. Teacher provides appropriate wait time for student responses that allow for students to process information.

**Differentiation**

1. Teacher consistently creates lessons that address individual learning needs and styles with a wide variety of teaching strategies.
2. Teacher consistently monitors and adjusts lessons based on informal assessments and student engagement.
3. Teacher always differentiates and scaffolds lessons to provide most students with the opportunity of content mastery.
4. Teacher proactively prevents student confusion and disengagement by addressing learning needs of all students.

**Evaluator Notes:**

Total/4 = Score ____
### III. Instruction (cont’d)

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>1. Teacher has established practices in the classroom that facilitate academic discussions for all students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. Teacher provides technology and visual tools to aid in the process. 2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate. 3. Teacher incorporates higher order thinking questions such as the creative, analytic, and evaluative of Bloom’s taxonomy levels that require students to understand objectives at a deeper level to be applied using real world connections. 4. Teacher uses varied questioning techniques to create support for students directed learning that engages all students. 5. Teacher provides appropriate wait time for student responses that allow for students to process information.</td>
<td>1. Teacher has established practices in the classroom that facilitate academic discussions for most students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. Teacher provides technology and visual tools to aid in the process. 2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate. 3. Teacher incorporates higher order thinking questions such as the creative, analytic, and evaluative of Bloom’s taxonomy levels. 4. Teacher frequently uses probing questions to help students clarify, elaborate, and amplify the learning process. 5. Teacher provides appropriate wait time for student responses that allow for students to process information.</td>
<td>1. Teacher facilitates academic discussions for most students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. 2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate. 3. Teacher incorporates higher order thinking questions such as the understand, remember, and apply of Bloom’s taxonomy levels. 4. Teacher will use probing questions help students clarify and elaborate.</td>
<td>1. Teacher attempts to facilitate academic discussions with students but it is only sometimes successful. 2. Teacher provides students with verbal and written explanations that are sometimes unclear. 3. Teacher incorporates probing questions that may not promote little discussion. 4. Teacher will sometimes use probing questions that produce a minimal response.</td>
</tr>
</tbody>
</table>

| Differentiation | 1. Teacher consistently creates lessons that address individual learning needs and styles with a wide variety of teaching strategies. 2. Teacher consistently monitors and adjusts lessons based on informal assessments and student engagement. 3. Teacher always differentiates and scaffolds lessons to provide most students with the opportunity of content mastery. 4. Teacher proactively prevents student confusion and disengagement by addressing learning needs of all students. | 1. Teacher consistently creates lessons that address individual learning needs and styles. 2. Teacher regularly monitors and adjusts lessons based on informal assessments and student engagement. 3. Teacher differentiates and scaffolds lessons to provide most students with the opportunity of content mastery. 4. Teacher proactively minimizes student confusion and disengagement by addressing learning needs of all students. | 1. Teacher creates lessons that address individual learning needs and styles. 2. Teacher monitors and adjusts lessons to continue to address individual learning needs and styles. 3. Teacher differentiates lessons to provide most students with the opportunity of content mastery. 4. Teacher can identify when students become confused, lost, or disengaged and responds appropriately. | 1. Teacher creates some lessons that address individual learning needs and styles. 2. Teacher sometimes adjusts lessons to continue to address individual learning needs and styles. 3. Teacher sometimes differentiates lessons to provide most students with the opportunity of content mastery. 4. Teacher does not monitor student engagement. |

**Evaluator Notes:**

Evaluator: ___________________

Date: ________

**Total:** 4 = Score ________