

Key: BB = Below Basic E/B = Emerging/Basic P = Proficient ADV = Advanced

DOMAIN I: PLANNING AND PREPARATION

Below Basic	Emerging/Basic	Proficient	Advanced
Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessments are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans are based on extensive content knowledge, understanding of students, and are designed to engage students in significant learning. The teacher's plans, instructional outcomes, learning activities, materials, resources, and assessments are in alignment and are adapted as needed for individual students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN II: THE CLASSROOM ENVIRONMENT

Below Basic	Emerging/Basic	Proficient	Advanced
Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct. Classroom routines and use of space partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	The classroom environment allows students to make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN III: INSTRUCTION

Below Basic	Emerging/Basic	Proficient	Advanced
Instruction is characterized by poor communication, low-level questions, little student engagement of participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Students are somewhat engaged learning because of partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction & is moderately flexible in adjusting the instructional plan in response to students' interests & their success in learning.	Students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	Students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher actively pursues approaches to meet the needs of every student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN IV: Professional Responsibilities

Below Basic	Emerging/Basic	Proficient	Advanced
The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skill in reflection, modest communication with families and colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following section to be completed at least once annually for each certificated employee:

Evaluator's Recommendations:

- Continued Employment
 Probation Plan (attached)
 Professional Assistance Plan (attached)
 Non-renewal / Non-employment

Signing of this form does not indicate agreement or disagreement with the information included in the Teacher evaluation Summary Report. A signature does indicate that both parties have read and discussed the evaluation.

Teacher's Signature:**Evaluator's Signature:**

Date _____

Date _____

Policy History:

Adopted on: September 13, 2011

Revised on: