

CERTIFIED EMPLOYEE ANNUAL EVALUATION COVER SHEET

Name _____ Position **TEACHER:** _____ Employee # _____

Subject/Course _____ School/Dept. _____ School Year _____

Comments of the Evaluator _____

Comments of the Evaluatee _____

Information from parents was collected and analyzed in the preparation of this report. Yes No

This Evaluation has been discussed with me. Yes No

Signature of Evaluator Date Signature of Evaluatee Date

Signature does not necessarily indicate agreement with this Evaluation.

OVERALL RATING: H E N U

Instructional Evaluation Form – Rev. 2015-16

Required signatures: Evaluator and Evaluatee

Provide a copy to the Evaluatee and forward the original to Human Resources.

Instructional [Teacher] Summative Evaluation Score Sheet

Name:		Employee ID#:
Position:	Assignment:	
Evaluator:		Date:

Scoring Key:

HE (*Highly Effective*) = 4 **E** (*Effective*) = 3 **NI/D** (*Needs Imp. Developing*) = 2 **U** (*Unsatisfactory*) = 1

Domain A: Instructional Design & Lesson Planning	Rating Scores			
	HE	E	NI/D	U
A-1. Lessons, linked to course requirements, as stated in course descriptions, reflect effective scaffolding within lessons, units and established state-adopted content standard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-2. Lesson design and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organized strategies and activities that enhance the application of critical, creative and evaluative thinking capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-3. Lessons, linked to course requirements, as stated in course descriptions, are developed in a multi-tiered approach to include learning goals, student tracking and adjustments based on student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-4. Uses appropriate and available technology and traditional resources in instructional delivery to establish an atmosphere of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-5. Plans and prepares for special needs of students including ELL, ESE and students who lack support for schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-6. Evaluates the effectiveness of individual lessons, units, specific pedagogical strategies and behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<i>Evidence:</i>
TOTAL (Add the rating scores in Domain A ÷ 6, then multiply by 10 = <input type="text"/>)
<i>Domain A Section Comments:</i>

Domain B: The Classroom Environment	Rating Scores			
	HE	E	NI/D	U
B-1. Establishes and maintains a positive, organized, clean, attractive and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-2. Understands students' interests and background and uses appropriate behaviors that indicate affection for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-3. Establishes and uses a well-planned positive behavior management system which is developmentally appropriate and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-4. Creates an environment of respect and rapport while accommodating the differing needs and diversity of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-5 Establishes a culture for learning and maintains a climate of openness, inquiry, fairness and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the rating scores in Domain B ÷ 5, then multiply by 10 = <input type="text"/>)				
<i>Domain B Section Comments:</i>				

Domain C: Assessment/Evaluation	Rating Scores			
	HE	E	NI/D	U
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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C-1. Uses technology effectively and efficiently for administrative tasks, accessing student assessment data, attendance, reporting, etc...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-2. Establishes appropriate testing environment and administers tests in accordance with directions provided to ensure test security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-3. Uses a variety of on-going student progress monitoring techniques and adjusts instruction to maximize student learning, adjust instruction and drive the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-4. Designs student assessments aligned with the instructional outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the rating scores in Domain C ÷ 4, then multiply by 5 =)				
<i>Domain C Section Comments:</i>				

Domain D: Student Instructional Engagement	Rating Scores			
	HE	E	NI/D	U
D-1. Demonstrates knowledge and understanding of curriculum content and course requirements as well as available evolving resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-2. Establishes and supports goal-setting by students and provides feedback that serves as recognition of students' current status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-3. Provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-4. Learning activities are monitored, providing feedback and reinforcement to students while communicating high expectations for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<i>Evidence:</i>				
D-5. Students effectively interact with the presentation of new knowledge, which is linked to course requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-6. Demonstrates value and respect for low expectancy students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the rating scores in Domain D ÷ 6, then multiply by 20 =				
<i>Domain D Section Comments:</i>				

Domain E: Professional Learning, Responsibility, and Ethics	Rating Scores			
	HE	E	Ni/D	U
E-1. Communicates individual student progress and student engagement knowledgeably and responsibly to the student, parents and professional colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-2. Promotes district and school development by participating in district and school initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-3. Recognizes overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-4. Acts in a professional manner and adheres at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-5. Performs assigned duties including the accurate and timely filing of all reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				

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E-6. Demonstrates attention to punctuality, attendance, and responsibility for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-7. Maintains confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain E ÷ 7, then multiply by 5 =)				
<i>Domain E Section Comments:</i>				

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Instructional [Teacher] Evaluation Total Score WITH DELIBERATE PRACTICE

Scoring Key - HE= 4, E=3, NI/D = 2, U = 1	
Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
Domain E Score	
SUB TOTAL	
175–200	<i>Highly Effective [HE]</i>
125–174	<i>Effective [E]</i>
75–124	<i>Need Improvement/Developing [NI/D]</i>
< 75	<i>Unsatisfactory [U]</i>
Scoring Key	HE= 4, E=3, NI/D = 2, U = 1
EVALUATION RUBRIC SCORE (57%)	
DELIBERATE PRACTICE (10%)	
STUDENT GROWTH & ACHIEVEMENT (33%)	
OVERALL EVALUATION	

OVERALL SCORING for the EVALUATION RUBRIC: [INCLUDE FINAL SCORE ON COVER PAGE]

- Highly Effective*
 Effective
 Needs Imp. Developing
 Unsatisfactory

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OVERALL EVALUATION	Performance Level Rating
3.4 - 4.00	<i>Highly Effective</i>
2.4 - 3.3	<i>Effective</i>
1.5 - 2.3	<i>Need Improvement/Developing</i>
< 1.5	<i>Unsatisfactory</i>

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Instructional [Teacher] Evaluation Total Score WITHOUT DELIBERATE PRACTICE

Scoring Key - HE= 4, E=3, NI/D = 2, U = 1	
Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
Domain E Score	
SUB TOTAL	
175-200	<i>Highly Effective [HE]</i>
125-174	<i>Effective [E]</i>
75-124	<i>Need Improvement/Developing [NI/D]</i>
< 75	<i>Unsatisfactory [U]</i>
Scoring Key	HE= 4, E=3, NI/D = 2, U = 1
EVALUATION RUBRIC SCORE (66%)	
PARENT INPUT (1%)	
STUDENT GROWTH & ACHIEVEMENT (33%)	
OVERALL EVALUATION	

OVERALL SCORING for the EVALUATION RUBRIC: [INCLUDE FINAL SCORE ON COVER PAGE]

- Highly Effective*
 Effective
 Needs Imp. Developing
 Unsatisfactory
-

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OVERALL EVALUATION	Performance Level Rating
3.4 - 4.00	<i>Highly Effective</i>
2.4 - 3.3	<i>Effective</i>
1.5 - 2.3	<i>Need Improvement/Developing</i>
< 1.5	<i>Unsatisfactory</i>

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