

Teacher Name: \_\_\_\_\_ School \_\_\_\_\_

Assignment: \_\_\_\_\_ School Year: \_\_\_\_\_

Observation dates: \_\_\_\_\_

Criterion 1: Centering instruction on high expectations for student achievement					
Component	Unsatisfactory	Basic	Proficient	Distinguished	Total
1.1					
1.2					
1.3					
1.4					
Criterion 2: Demonstrating effective teaching practices					
2.1					
2.2					
2.3					
2.4					
2.5					
2.6					
2.7					
2.8					
Criterion 3: Recognizing individual student learning needs and developing strategies					
3.1					
3.2					
SG 3.1					
SG 3.2					
Criterion 4: Providing clear focus on subject matter content and curriculum					
4.1					
4.2					
Criterion 5: Fostering and managing a safe, positive learning environment					
5.1					
5.2					
5.3					
5.4					
5.5					
5.6					
Criterion 6: Using student data elements to modify instruction and improve learning					
6.1					
6.2					
6.3					
SG 6.1					
SG 6.2					

Criterion 7: Communicating and collaborating with parents and the school community					
Component	Unsatisfactory	Basic	Proficient	Distinguished	Total
7.1					
7.2					
Criterion 8: Exhibiting collaborative and collegial practices					
8.1					
8.2					
8.3					
8.4					
SG 8.1					

**Summative Scoring**

Teaching Criteria * see reference table below to determine scores	Scores (1, 2, 3, or 4)
Criterion 1: Centering instruction on high expectations for student achievement	
Criterion 2: Demonstrating effective teaching practices	
Criterion 3: Recognizing individual student learning needs and developing strategies	
Criterion 4: Providing clear focus on subject matter content and curriculum	
Criterion 5: Fostering and managing a safe, positive learning environment	
Criterion 6: Using student data elements to modify instruction and improve learning	
Criterion 7: Communicating and collaborating with parents and school community	
Criterion 8: Exhibiting collaborative and collegial practices	
<b>Criteria Total (8-32)</b>	
<b>Preliminary Summative Rating (1,2,3, or 4) # see reference table below. A distinguished rating becomes proficient if student growth rating is low.</b>	

**\*Criteria Scoring Band Reference Table**

Criterion	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
1	4-5	6-9	10-13	14-16
2	8-11	12-19	20-27	28-32
3	4-5	6-9	10-13	14-16
4	2	3-4	5-6	7-8
5	6-8	9-14	15-20	21-24
6	5-7	8-12	13-17	18-20
7	2	3-4	5-6	7-8
8	5-7	8-12	13-17	18-20

**#Criteria Summative Rating Reference Table**

Unsatisfactory	Basic	Proficient	Distinguished
8 - 14	15 – 21	22 – 28	29 - 32

**Student Growth Impact Rating**

Student Growth	Goal-Setting Score Based on Rubric (1, 2, 3, or 4)	Student Growth Score Based on Rubric (1, 2, 3, or 4)	Overall Student Growth Criterion Score (5-20)
Criterion 3	(3.1)	(3.2)	
Criterion 6	(6.1)	(6.2)	
Criterion 8	(8.1)		
<b>Student Growth Impact Rating (Low, Average, High) ! see reference table below. A score of 1 on 3.2 or 6.2 automatically results in a low overall rating.</b>			

**! Student Growth Impact Rating Reference Table**

Low*	Average	High
5 - 12	13 - 17	18 - 20

**Final Summative Rating** ✓

Based on the adopted criteria, the teacher's performance has been:

Unsatisfactory	Basic	Proficient	Distinguished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Signing acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

