

Non-Classroom Teacher Evaluation Forms

Final Teacher Performance Evaluation Report

Teacher Name		School Year	
Course		Evaluator	

PERFORMANCE STANDARDS		RATING	WEIGHT	POINTS
1	Instructional Design and Lesson Planning The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.		2.5	
2	The Learning Environment The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.		2.5	
3	Instructional Delivery and Facilitation The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.		2.5	
4	Assessment The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.		2.5	
5	Continuous Professional Improvement Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.		2.5	
6	Professional Responsibility and Ethical Conduct Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.		2.5	
7	Student Growth Component A teacher's work results in acceptable, measurable, and appropriate student academic progress.		10	
Total Evaluation Score				0.00

Evaluator Notes:

Signature of Employee: _____

Date:

Signature of Evaluator: _____

Date:

Final Evaluation	Total Evaluation Score
Highly Effective	90-100
Effective	70-89
Needs Improvement	50-69
Unsatisfactory	25-49

1. Instructional Design and Lesson Planning

Instructional Design and Lesson Planning Performance Ratings				
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)	
The teacher fails to plan or plans without adequately using state-adopted standards, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of state-adopted standards, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher plans using state-adopted standards, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	
Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.				
The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.				
Evaluation Indicators:				
1.1 Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	Evident	Partial	Not Evident	Not Applicable
1.2 Sequences lessons and concepts to ensure coherence and required prior knowledge;	Evident	Partial	Not Evident	Not Applicable
1.3 Designs instruction for students to achieve mastery;	Evident	Partial	Not Evident	Not Applicable
1.4 Selects appropriate formative assessments to monitor learning;	Evident	Partial	Not Evident	Not Applicable
1.5 Uses diagnostic student data to plan lessons;	Evident	Partial	Not Evident	Not Applicable
1.6 Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies;	Evident	Partial	Not Evident	Not Applicable
1.7 Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.;	Evident	Partial	Not Evident	Not Applicable
1.8 Analyzes and uses multiple sources of student learning data to guide planning;	Evident	Partial	Not Evident	Not Applicable
1.9 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge;	Evident	Partial	Not Evident	Not Applicable
1.10 Reflects on plans after instructional delivery for future modifications;	Evident	Partial	Not Evident	Not Applicable
1.11 Develops appropriate course, unit, and daily plans, and adapts plans when needed; and	Evident	Partial	Not Evident	Not Applicable
1.12 Plans and works collaboratively with others to enhance teaching and learning.	Evident	Partial	Not Evident	Not Applicable
Potential Artifacts/Documentation:		<ul style="list-style-type: none"> • Differentiation in lesson planning and practice. • Analysis of assessment data. • Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute learning plan, or annotated learning objectives. • Therapy plans. • Individual Education Plans. • Psychological reports. 		
<ul style="list-style-type: none"> • *Teacher Observation Form. • Copies of lesson plans. • Course syllabus. • Intervention plans. • Evidence of using data about student/teacher learning to guide planning and instruction. • Collegial planning documentation. • Training outline. 				
Teacher Artifacts/Documentation:				
Evaluator Artifacts/Documentation:				
Evaluator Notes:				

2. The Learning Environment

The Learning Environment Performance Rating				
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)	
The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	
Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.				
The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.				
Evaluation Indicators:				
2.1 Organizes, allocates, and manages the resources of time, space, and attention;	Evident	Partial	Not Evident	Not Applicable
2.2 Manages individual and class behaviors through a well-planned management system;	Evident	Partial	Not Evident	Not Applicable
2.3 Conveys high expectations to all students;	Evident	Partial	Not Evident	Not Applicable
2.4 Respects students' cultural linguistic and family background;	Evident	Partial	Not Evident	Not Applicable
2.5 Models clear, acceptable oral and written communication skills;	Evident	Partial	Not Evident	Not Applicable
2.6 Maintains a climate of openness, inquiry, fairness and support;	Evident	Partial	Not Evident	Not Applicable
2.7 Integrates current information and communication technologies;	Evident	Partial	Not Evident	Not Applicable
2.8 Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	Evident	Partial	Not Evident	Not Applicable
2.9 Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	Evident	Partial	Not Evident	Not Applicable
2.10 Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	Evident	Partial	Not Evident	Not Applicable
Potential Artifacts/Documentation: <ul style="list-style-type: none"> *Teacher Observation Form Copy of classroom management system. Schedule of everyday classroom routines. Diagram of alternative classroom arrangements used for special purposes with explanatory comments. Schedule of daily classroom routines. 	<ul style="list-style-type: none"> List of classroom rules with a brief explanation of the procedures used to develop and reinforce them. Explanation of behavior management philosophy and procedures. Diagram of the classroom with identifying comment. Documentation of group communications. Training feedback. 			
Teacher Artifacts/Documentation:				
Evaluator Artifacts/Documentation:				
Evaluator Notes:				

3. Instructional Delivery and Facilitation

Instructional Delivery and Facilitation Performance Rating				
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)	
The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	
Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.				
The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.				
Evaluation Indicators:				
3.1 Deliver engaging and challenging lessons;	Evident	Partial	Not Evident	Not Applicable
3.2 Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Evident	Partial	Not Evident	Not Applicable
3.3 Identify gaps in students' subject matter knowledge;	Evident	Partial	Not Evident	Not Applicable
3.4 Modify instruction to respond to preconceptions or misconceptions;	Evident	Partial	Not Evident	Not Applicable
3.5 Relate and integrate the subject matter with other disciplines and life experiences;	Evident	Partial	Not Evident	Not Applicable
3.6 Employ questioning that promotes critical thinking;	Evident	Partial	Not Evident	Not Applicable
3.7 Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Evident	Partial	Not Evident	Not Applicable
3.8 Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Evident	Partial	Not Evident	Not Applicable
3.9 Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Evident	Partial	Not Evident	Not Applicable
3.10 Utilize student feedback to monitor instructional needs and to adjust instruction;	Evident	Partial	Not Evident	Not Applicable
3.11 Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English Language Learners, gifted learners, students with disabilities, etc.);	Evident	Partial	Not Evident	Not Applicable
3.12 Uses-content specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level;	Evident	Partial	Not Evident	Not Applicable
Potential Artifacts/Documentation: <ul style="list-style-type: none"> *Teacher Observation Form. Copies of lesson plans or assessments. Copy of training outline/plans. Samples of handouts/presentation visuals. Therapy notes. Samples of Individual Education Plans. 	<ul style="list-style-type: none"> Annotated photographs of class activities. Evidence of guided instructional activities (graphic organizers, frames, anchor charts, word walls, etc.). 			
Teacher Artifacts/Documentation:				
Evaluator Artifacts/Documentation:				
Evaluator Notes:				

4. Assessment

Assessment Performance Rating				
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)	
The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	
Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.				
The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.				
Evaluation Indicators:				
4.1 Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Evident	Partial	Not Evident	Not Applicable
4.2 Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Evident	Partial	Not Evident	Not Applicable
4.3 Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Evident	Partial	Not Evident	Not Applicable
4.4 Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Evident	Partial	Not Evident	Not Applicable
4.5 Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);	Evident	Partial	Not Evident	Not Applicable
4.6 Applies technology to organize and integrate assessment information;	Evident	Partial	Not Evident	Not Applicable
4.7 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning;	Evident	Partial	Not Evident	Not Applicable
4.8 Involves students in setting learning goals and monitoring their own progress;	Evident	Partial	Not Evident	Not Applicable
4.9 Uses research-based questioning techniques to gauge student understanding; and	Evident	Partial	Not Evident	Not Applicable
4.10 Collaborates with others to develop common assessments, when appropriate.	Evident	Partial	Not Evident	Not Applicable
Potential Artifacts/Documentation: <ul style="list-style-type: none"> • *Teacher Observation Form. • Copies of lesson plans. • Assessment data. • Copy of scoring rubric from a student project. • Copies of student work. • Collegial planning documentation. • Training outlines. 	<ul style="list-style-type: none"> • Annotated photographs of class activities. • Evidence of guided instructional activities (graphic organizers, frames, anchor charts, word walls, etc.). • Copies of therapy plans and progress notes. • Copies of psychological reports. • Training feedback. 			
Teacher Artifacts/Documentation:				
Evaluator Artifacts/Documentation:				
Evaluator Notes:				

5. Continuous Professional Improvement

Continuous Professional Improvement Performance Rating					
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)		
The teacher fails to and/or infrequently takes advantage of professional growth opportunities.	The teacher is inconsistent in participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher demonstrates a commitment and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher frequently initiates activities that contribute to the enrichment of the wider school community.		
Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.					
Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.					
Evaluation Indicators:					
5.1 Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Evident	Partial	Not Evident	Not Applicable	
5.2 Examines and uses data-informed research to improve instruction and student achievement;	Evident	Partial	Not Evident	Not Applicable	
5.3 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Evident	Partial	Not Evident	Not Applicable	
5.4 Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Evident	Partial	Not Evident	Not Applicable	
5.5 Engages in targeted professional growth opportunities and reflective practices; and,	Evident	Partial	Not Evident	Not Applicable	
5.6 Implements knowledge and skills learned in professional development in the teaching and learning process.	Evident	Partial	Not Evident	Not Applicable	
Potential Artifacts/Documentation: <ul style="list-style-type: none"> Copies of lesson plans. Observation data. Assessment data. Professional learning records. Evidence of responding to feedback provided by the supervisor. 	<ul style="list-style-type: none"> Reflection journals. Examples of collaborative work. Documentation of school transcripts, recent courses. Communication logs. Copy of training plans/outline. 				
Teacher Artifacts/Documentation:					
Evaluator Artifacts/Documentation:					
Evaluator Notes:					

6. Professional Responsibility and Ethical Conduct

Professional Responsibility and Ethical Conduct Performance Rating					
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)		
The teacher fails to adhere to legal, ethical, and professional standards, and/or demonstrates a reluctance or disregard toward school policy.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately.	The teacher serves as a role model in professional behavior, uses optimal means of communication and mentors and leads colleagues in the improvement of their instructional practice.		
Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.					
Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.					
Evaluation Indicators:					
6.1 Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;		Evident	Partial	Not Evident	Not Applicable
6.2 The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.;		Evident	Partial	Not Evident	Not Applicable
6.3 The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.;		Evident	Partial	Not Evident	Not Applicable
6.4 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements;		Evident	Partial	Not Evident	Not Applicable
6.5 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance);		Evident	Partial	Not Evident	Not Applicable
6.6 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies;		Evident	Partial	Not Evident	Not Applicable
6.7 Engages in activities outside the classroom intended for school and student enhancement;		Evident	Partial	Not Evident	Not Applicable
6.8 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success;		Evident	Partial	Not Evident	Not Applicable
6.9 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress;		Evident	Partial	Not Evident	Not Applicable
6.10 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff; and		Evident	Partial	Not Evident	Not Applicable
6.11 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.		Evident	Partial	Not Evident	Not Applicable
Potential Artifacts/Documentation: <ul style="list-style-type: none"> • Examples of collaborative work with peers. • Certificates or other documentation from professional development activities taken or given (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.). 		<ul style="list-style-type: none"> • Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc. • Samples of communication with students, parents/caregivers, and peers. • Instructional leadership or research projects. • Work done in support of state and national organizations. 			
Teacher Artifacts/Documentation:					
Evaluator Artifacts/Documentation:					
Evaluator Notes:					

7. Student Academic Progress

Student Academic Progress Rating			
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)
The work of the teacher does not achieve acceptable student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.
Please see <i>Student Academic Progress Table</i> rating information.			
Evaluator Notes:			