

COVINGTON TEACHER EVALUATION EVIDENCE WORKBOOK

A working document for collecting specific evidence before entering ratings into the Google Form

Teacher Name	School	Evaluator	Date
Grade/Subject	Observation Type ☐ Formal ☐ Informal ☐ Walkthrough ☐ Follow-Up ☐ Other: _____	Start Time	End Time

How to use this workbook

- Type objective evidence in the box under each numbered competency. Record what was seen, heard, reviewed, or discussed.
- Not every competency will be observable during every classroom visit. Evidence may also come from lesson plans, student work, data, conferences, collaboration records, and family communication.
- After reviewing the evidence, record a 4-1 score in the small score box..
- Avoid conclusions without evidence. Use specific teacher actions, student responses, examples, quantities, and direct observations whenever possible.

Suggested evidence language: “The teacher asked...,” “Students responded...,” “Seven of nine groups...,” “The lesson plan showed...,” “The teacher adjusted...,” or “Student work demonstrated...”

Rating key: 4 = Highly Effective; 3 = Effective; 2 = Improvement Necessary; 1 = Ineffective.

DOMAIN 1: PLANNING AND PREPARATION

Evidence may come from lesson plans, unit plans, assessments, student data, materials, and pre- or post-observation conferences.

1.1 Use of Student Data

Look for: assessment results or student information guide planning; strengths, gaps, and individual needs are identified; groups, supports, or enrichment are adjusted based on data.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

1.2 Standards and Learning Goals

Look for: alignment to Indiana Academic Standards; clear and measurable learning goals; objectives appropriate for the grade level and content.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

1.3 Lesson and Unit Design

Look for: logical sequence of learning; activities aligned to the learning goal; appropriate pacing and resources; connections to prior and future learning.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

1.4 Assessment Planning

Look for: planned checks for understanding; formative and summative assessment; assessment aligned to the objective; multiple ways for students to demonstrate learning.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

1.5 Differentiation and Student Needs Look for: supports for struggling learners; accommodations or modifications; enrichment or extension; planning for varied readiness and learning needs.	SCORE 4 = Highly Effective 3 = Effective 2 = Improvement Necessary 1 = Ineffective
Evidence observed or reviewed:	

DOMAIN 2: EFFECTIVE INSTRUCTION

Collect specific evidence about teacher actions, student responses, instructional decisions, and the quality of the learning experience.

2.1 Communication of Learning

Look for: students know what they are learning; the purpose of the lesson is explained; directions and expectations are clear.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

2.2 Content Knowledge

Look for: accurate explanations and modeling; appropriate examples; connections among concepts; responses to student questions deepen understanding.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

2.3 Student Engagement

Look for: students actively participate; tasks require thinking rather than passive compliance; discussion, collaboration, practice, or application is purposeful; engagement is sustained.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

2.4 Questioning and Discussion

Look for: questions move beyond recall; adequate wait time; multiple students participate; students explain their thinking; follow-up questions extend learning.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

2.5 Checks for Understanding Look for: frequent monitoring of understanding; use of questioning, student work, observation, or response tools; misconceptions are identified; feedback is provided during learning.	SCORE 4 = Highly Effective 3 = Effective 2 = Improvement Necessary 1 = Ineffective
Evidence observed or reviewed: 	

2.6 Adjustment of Instruction Look for: pace, grouping, explanation, or support changes when needed; reteaching occurs when needed; additional challenge is provided when appropriate; instruction responds to evidence in real time.	SCORE 4 = Highly Effective 3 = Effective 2 = Improvement Necessary 1 = Ineffective
Evidence observed or reviewed: 	

2.7 Rigor and High Expectations Look for: grade-appropriate standards-aligned tasks; students analyze, explain, apply, or problem-solve; quality work and persistence are expected; support is provided without lowering expectations.	SCORE 4 = Highly Effective 3 = Effective 2 = Improvement Necessary 1 = Ineffective
Evidence observed or reviewed: 	

2.8 Use of Instructional Time Look for: efficient transitions; minimal lost time; materials are prepared and accessible; pacing supports learning.	SCORE 4 = Highly Effective 3 = Effective 2 = Improvement Necessary 1 = Ineffective
Evidence observed or reviewed: 	

2.9 Feedback to Students

Look for: feedback is timely and specific; students know what they did well and what to improve; students can revise or apply feedback; feedback connects to the learning goal.

SCORE

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1 = Ineffective

Evidence observed or reviewed:

DOMAIN 3: LEARNING ENVIRONMENT

Collect evidence about classroom culture, relationships, routines, expectations, behavior supports, and student ownership.

3.1 Respectful and Supportive Culture

Look for: respectful interactions; positive teacher-student relationships; students feel safe to participate; inclusive language and practices.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

3.2 Classroom Procedures and Routines

Look for: clear procedures; smooth transitions; students know what to do; routines support independence. Routines are designed and executed for minimum loss of instructional minutes.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

3.3 Behavior Expectations

Look for: clear and consistent expectations; calm and respectful correction; appropriate responses to behavior; prevention is evident rather than only reaction. Any behavior plans are followed as written.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

3.4 Student Collaboration

Look for: productive peer interaction; students listen and respond to one another; shared responsibility for learning; respect during group work.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

3.5 Student Ownership		SCORE
Look for: students take responsibility for materials, tasks, or progress; students make appropriate choices; students monitor their own work; students demonstrate independence.		4 = Highly Effective 3 = Effective 2 = Improvement Necessary 1 = Ineffective

Look for: students take responsibility for materials, tasks, or progress; students make appropriate choices; students monitor their own work; students demonstrate independence.

4 = Highly Effective

SCORE

4 = Highly Effective

3 = Effective

2 = Improvement Necessary

1 = Ineffective

Evidence observed or reviewed:

DOMAIN 4: EVIDENCE OF STUDENT LEARNING

Focus on what students understand, say, do, and produce. Evidence should connect to the lesson objective or expected learning.

4.1 Progress Toward the Objective

Look for: students understand the lesson goal; responses align to the objective; progress is visible during the lesson; most students show evidence of learning.

SCORE

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3 = Effective
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1 = Ineffective

Evidence observed or reviewed:

4.2 Quality of Student Work

Look for: work reflects expected rigor; students explain or justify answers; products demonstrate understanding; students revise or improve work.

SCORE

4 = Highly Effective
3 = Effective
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1 = Ineffective

Evidence observed or reviewed:

4.3 Student Voice and Thinking

Look for: students explain reasoning; students ask meaningful questions; students make connections; students discuss content with one another.

SCORE

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3 = Effective
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1 = Ineffective

Evidence observed or reviewed:

4.4 Support and Extension

Look for: students who need support receive it; students who are ready receive extension; different groups make progress; instruction responds to varied needs.

SCORE

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3 = Effective
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1 = Ineffective

Evidence observed or reviewed:

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES AND LEADERSHIP

Evidence may come from conferences, collaboration, records, professional learning, family communication, and school responsibilities.

5.1 Collaboration

Look for: productive work with colleagues; participation in PLCs or teams; sharing of ideas and resources; follow-through on team decisions.

SCORE

4 = Highly Effective
3 = Effective
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1 = Ineffective

Evidence observed or reviewed:

5.2 Professional Growth

Look for: feedback is sought and used; professional learning is applied; practice is reflected upon; growth goals are pursued.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

5.3 Family Communication

Look for: clear and respectful communication; timely response to concerns; communication about student progress; efforts to involve families.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

5.4 Contribution to School Culture

Look for: support for school goals; positive involvement in the school community; professional and supportive culture; support for colleagues and students; contributes to a positive school environment.

SCORE

4 = Highly Effective
3 = Effective
2 = Improvement Necessary
1 = Ineffective

Evidence observed or reviewed:

5.5 Student Advocacy Look for: student needs are identified; students are connected to support; concerns receive follow-through; decisions reflect students' best interests. Students with IEP's are given accommodations and teachers know those accommodations.	SCORE 4 = Highly Effective 3 = Effective 2 = Improvement Necessary 1 = Ineffective
Evidence observed or reviewed: 	

5.6 Professional Responsibilities Look for: required records are maintained; deadlines are met; procedures are followed; confidentiality and professional conduct are demonstrated.	SCORE 4 = Highly Effective 3 = Effective 2 = Improvement Necessary 1 = Ineffective
Evidence observed or reviewed: 	

DOMAIN FINAL: EVIDENCE SYNTHESIS AND CONFERENCE PREPARATION

Use this page to identify patterns across domains before entering ratings or conducting the evaluation conference.

Most significant strengths supported by evidence:

One or two priority areas for growth:

Support the will provide if needed:

Evidence that will demonstrate progress:

ACKNOWLEDGMENT AND SIGNATURES

Acknowledgment: By signing below, the teacher acknowledges that the administrator has reviewed and shared the evaluation evidence and ratings with the teacher. The teacher’s signature confirms receipt and discussion of the evaluation and does not necessarily indicate agreement with the evidence, ratings, or conclusions.

Please sign below to acknowledge that your administrator has reviewed and shared the evaluation evidence and ratings with you. Your signature confirms receipt and discussion of the evaluation and does not necessarily indicate agreement with the evidence, ratings, or conclusions.

Teacher Signature	Date
Evaluator Signature	Date