



LAKER SECONDARY SCHOOLS

Anchored in Excellence

Form A

Teacher Evaluation Report

Based on multiple administrator observations. Teacher Evaluation Rubric (Form C) provides an explanation of evaluation criteria.

Teacher's Name		Title	
Evaluator's Name		Title	School Year
<i>Instructions: Effectiveness shall be rated as shown below for each indicator:</i> 4 = Highly Effective 3 = Effective 2 = Minimally Effective 1 = Ineffective N/O = Not Observed			
Domain 1. Planning and Preparation		Domain 3. Instruction	
<i>Rating</i>		<i>Rating</i>	
1a. Content and Pedagogy		3a. Communicating with Students	
Knowledge of content and structure of the discipline; Knowledge of prerequisite relationships; Knowledge of content-related pedagogy		Expectations for learning; Directions for activities; Explanations of content; Use of oral and written language	
1b. Demonstrating Knowledge of Students		3b. Using Questioning and Discussion Techniques	
Knowledge of child and adolescent development; Knowledge of the learning process; Students' skills, knowledge, and language proficiency; Knowledge of students' interests and cultural heritage; Knowledge of students' special needs		Quality of questions and prompts; Discussion techniques; Student participation	
1c. Setting Instructional Outcomes		3c. Engaging Students in Learning	
Value, sequence, and alignment; Clarity; Balance; Suitability for diverse students		Activities and assignments; Grouping of students; Instructional materials and resources; Structure and pacing	
1d. Demonstrating Knowledge of Resources		3d. Using Assessment in Instruction	
Resources for classroom use; Resources to extend content knowledge and pedagogy; Resources for students		Assessment criteria; Monitoring of student learning; Feedback to students; Student self-assessment and monitoring of progress	
1e. Designing Coherent Instruction		3e. Demonstrating Flexibility and Responsiveness	
Learning activities; Instructional materials and resources; Instructional groups; Lesson and unit structure		Lesson adjustment; Response to students; Persistence	
1f. Designing Student Assessments		Domain 4. Professional Responsibilities	
Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use for planning		<i>Rating</i>	
Domain 2. The Classroom Environment		4a. Reflecting on Teaching	
<i>Rating</i>		Accuracy; Use in future teaching	
2a. Creating Environment of Respect and Rapport		4b. Maintaining accurate records	
Teacher interactions with students, words and actions; Student interactions with other students, words and actions		Student completion of assignments; Student progress in learning; Non-instructional records	
2b. Establishing a Culture for Learning		4c. Communicating with Families	
Importance of content and learning; Expectations for learning and achievement; Student pride in work		Information about the instructional program; Information about individual students; Engagement of families in the instructional program	
2c. Managing Classroom Procedures		4d. Participating in the Professional Community	
Management of instructional groups; Management of transitions; Management of materials and supplies; Performance of classroom routines; Supervision of volunteers and paraprofessionals		Relationships with colleagues; Involvement in a culture of professional inquiry; Service to the school; Participation in school and district projects	
2d. Managing Student Behavior		4e. Growing and Developing Professionally	
Expectations; Monitoring of student behavior; Response to student misbehavior		Enhancement of content knowledge and pedagogical skill; Receptivity to feedback from colleagues; Service to the profession	
2e. Organizing Physical Space		4f. Showing Professionalism	
Safety and accessibility; Arrangement of furniture and use of physical resources		Integrity and ethical conduct; Service to students; Advocacy Decision making; Compliance with school and district regulations	

Based on Charlotte Danielson's Framework for Teaching Evaluation Instrument (2013). www.danielsongroup.org. Used with permission for schools within Huron ISD.

9/19/2016

Teacher's Name		Evaluator's Name	
Student Growth Evidence: <input type="checkbox"/> District and/or Teacher-provided Documentation Attached		Summary Statement	
Attendance: <input type="checkbox"/> Attendance Record Attached			
Teacher Disciplinary Record: <input type="checkbox"/> Disciplinary Action on File			
Accomplishments and Contributions Above Normal Expectations (Provided by teacher): <input type="checkbox"/> Teacher-provided Documentation Attached		Recommendation(s)	
Non-required but Relevant Special Training (Provided by teacher): <input type="checkbox"/> Teacher-provided Documentation Attached			
Additional Documents Attached: (Please list) <input type="checkbox"/> Teacher-provided Self-Evaluation Attached			
Overall Rating <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			
Teacher's Signature	Date	Evaluator's Signature	Date
<i>Signature indicates completion of the evaluation process—not necessarily consensus</i>			

