

## Owendale-Gagetown Area School District Teacher Evaluation Report

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

<b>Teacher's Name</b>		<b>Title</b>	
<b>Evaluator's Name</b>		<b>Title</b>	<b>School Year</b>
<i>Instructions: Effectiveness shall be rated as shown below for each indicator:</i> <b>4 = Highly Effective    3 = Effective    2 = Minimally Effective    1 = Ineffective    N/O = Not Observed</b>			
<b>Domain 1. Planning and Preparation</b>		<b>Domain 3. Instruction</b>	
<b>Rating</b>		<b>Rating</b>	
<b><i>1a. Content and Pedagogy</i></b>		<b><i>3a. Communicating with Students</i></b>	
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	
<b><i>1b. Demonstrating Knowledge of Students</i></b>		<b><i>3b. Using Questioning and Discussion Techniques</i></b>	
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	
<b><i>1c. Setting Instructional Outcomes</i></b>		<b><i>3c. Engaging Students in Learning</i></b>	
Value, sequence, and alignment; Clarity; Balance; Suitability for diverse students		Activities and assignments; Grouping of students; Instructional materials and resources; Structure and pacing	
<b><i>1d. Demonstrating Knowledge of Resources</i></b>		<b><i>3d. Using Assessment in Instruction</i></b>	
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	
<b><i>1e. Designing Coherent Instruction</i></b>		<b><i>3e. Demonstrating Flexibility and Responsiveness</i></b>	
Learning activities; Instructional materials and resources; Instructional groups; Lesson and unit structure		Lesson adjustment; Response to students; Persistence	
<b><i>1f. Designing Student Assessments</i></b>		<b>Domain 4. Professional Responsibilities</b>	
Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use for planning		<b>Rating</b>	
<b>Domain 2. The Classroom Environment</b>		<b>4a. Reflecting on Teaching</b>	
<b>Rating</b>		<b>Rating</b>	
<b><i>2a. Creating Environment of Respect and Rapport</i></b>		Accuracy; Use in future teaching	
Teacher interactions with students, words and actions; Student interactions with other students, words and actions		<b><i>4b. Maintaining accurate records</i></b>	
<b><i>2b. Establishing a Culture for Learning</i></b>		Student completion of assignments; Student progress in learning; Non-instructional records	
Importance of content and learning; Expectations for learning and achievement; Student pride in work		<b><i>4c. Communicating with Families</i></b>	
<b><i>2c. Managing Classroom Procedures</i></b>		Information about the instructional program; Information about individual students; Engagement of families in the instructional program	
Management of instructional groups; Management of transitions; Management of materials and supplies; Performance of classroom routines; Supervision of volunteers and paraprofessionals		<b><i>4d. Participating in the Professional Community</i></b>	
<b><i>2d. Managing Student Behavior</i></b>		Relationships with colleagues; Involvement in a culture of professional inquiry; Service to the school; Participation in school and district projects	
Expectations; Monitoring of student behavior; Response to student misbehavior		<b><i>4e. Growing and Developing Professionally</i></b>	
<b><i>2e. Organizing Physical Space</i></b>		Enhancement of content knowledge and pedagogical skill; Receptivity to feedback from colleagues; Service to the profession	
Safety and accessibility; Arrangement of furniture and use of physical resources		<b><i>4f. Showing Professionalism</i></b>	
		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](http://www.danielsongroup.org). Used with permission for schools within Huron ISD.

<b>Teacher's Name</b>		<b>Evaluator's Name</b>	
Student Growth Evidence:  <input type="checkbox"/> District and/or Teacher-provided Documentation Attached		<b>Summary Statement</b>	
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		<b>Recommendation(s)</b>	
Non-required but Relevant Special Training (Provided by teacher):  <input type="checkbox"/> Teacher-provided Documentation Attached			
<input type="checkbox"/> Webpage Remains Updated <input type="checkbox"/> Teacher-provided Self-Evaluation Attached 1 WRITTEN PARAGRAPH MINIMUM			
<b>Overall Rating</b> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			
Teacher's Signature		Evaluator's Signature	
Date		Date	
<i>Signature indicates completion of the evaluation process—not necessarily consensus</i>			