

Teacher Evaluation Form

This final evaluation form is to be completed by the evaluator based upon documented observations conducted and other evidence gathered and discussed during the course of the year. The year-end final evaluation is to be reviewed in a meeting between the evaluator and the teacher at least to the extent required by the Collective Bargaining Agreement.

Name: _____ School: _____ Assignment: _____

☐ 90 Day Date: _____

☐ Final Date: _____

- Place an 'X' in the competency level (U, B, P, D) for each of the criterion observed and/or on which the evaluator has adequate evidence.
- For additional information on the rubrics for the U, B, P, and D criterion, refer to the *"UW CEL 5D+ Teacher Evaluation Rubric (Version 2.0)"*.

| | | | |
|--|-------------------------------------|--------------------------|-------------------|
| (*) A=Assessment for Student Learning | CEC=Classroom Environment & Culture | CP=Curriculum & Pedagogy | P=Purpose |
| PCC=Professional Collaboration & Communication | | SE=Student Engagement | SG=Student Growth |

| CRITERION 1 – Centering instruction on high expectations for student achievement. | Unsatisfactory _____ | Basic _____ | Proficient _____ | Distinguished _____ |
|---|-------------------------|----------------|---------------------|------------------------|
| P1: Standards: Connection to standards, broader purpose and transferable skill | Evidence and Comments: | | | |
| P4: Learning Target: Communication of learning target(s) | | | | |
| P5: Learning Target: Success criteria and performance task(s) | | | | |
| SE3: Engagement Strategies: High cognitive demand | | | | |
| CEC3: Classroom Routines & Rituals: Discussion, collaboration and accountability | | | | |

| CRITERION 2 – Demonstrating effective teaching practices. | Unsatisfactory _____ | Basic _____ | Proficient _____ | Distinguished _____ |
|---|-------------------------|----------------|---------------------|------------------------|
| SE1: Intellectual Work: Quality of questioning | Evidence and Comments: | | | |
| SE5: Engagement Strategies: Expectation, support and opportunity for participation and meaning making | | | | |
| SE6: Talk: Substance of student talk | | | | |
| CP6: Scaffolds for Learning: Scaffolds the task Scaffolds the task | | | | |
| CP7: Scaffolds for Learning: Gradual release of responsibility | | | | |

| CRITERION 3 – Recognizing individual student learning needs and developing strategies to address those needs. | Unsatisfactory | Basic | Proficient | Distinguished |
|---|------------------------|-------|------------|---------------|
| | _____ | _____ | _____ | _____ |
| | Evidence and Comments: | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| P3: Teaching Point: Teaching point(s) are based on students' learning needs | | | | |
| SE2: Intellectual Work: Ownership of learning | | | | |
| SE4: Engagement Strategies: Strategies that capitalize on learning needs of students | | | | |
| CP5: Teaching approaches and/or Strategies: Differentiated instruction | | | | |
| A6: Adjustments: Teacher use of formative assessment data | | | | |

| STUDENT GROWTH CRITERION 3 – Recognizing individual student learning needs and developing strategies to address those needs. | Unsatisfactory | Basic | Proficient | Distinguished |
|--|------------------------|-------|------------|---------------|
| | _____ | _____ | _____ | _____ |
| | Evidence and Comments: | | | |
| SG3.1: Establish Student Growth Goals | | | | |
| SG3.2: Achievement of Student Growth Goal(s) | | | | |

| CRITERION 4 – Providing clear and intentional focus on subject matter content and curriculum. | Unsatisfactory | Basic | Proficient | Distinguished |
|---|------------------------|-------|------------|---------------|
| | _____ | _____ | _____ | _____ |
| | Evidence and Comments: | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| P2: Standards: Connection to previous and future lessons | | | | |
| CP1: Curriculum: Alignment of instructional materials and tasks | | | | |
| CP2: Teaching Approaches and/or Strategies: Discipline-specific conceptual understanding | | | | |
| CP3: Teaching Approaches and/or Strategies: Pedagogical content knowledge | | | | |
| CP4: Teaching Approaches and/or Strategies: Teacher knowledge of content | | | | |

| CRITERION 5 – Fostering and managing a safe, positive learning environment. | Unsatisfactory | Basic | Proficient | Distinguished |
|---|------------------------|-------|------------|---------------|
| | _____ | _____ | _____ | _____ |
| | Evidence and Comments: | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| CEC1: Use of Physical Environment: Arrangement of classroom | | | | |
| CEC2: Use of Physical Environment: Accessibility and use of materials | | | | |
| CEC4: Classroom Routines & Rituals: Use of learning time | | | | |
| CEC5: Classroom Routines & Rituals: Managing student behavior | | | | |
| CEC6: Classroom Culture: Student status | | | | |
| CEC7: Classroom Culture: Norms for learning | | | | |

| CRITERION 6 – Using multiple student data elements to modify instruction and improve student learning. | Unsatisfactory | Basic | Proficient | Distinguished |
|--|------------------------|-------|------------|---------------|
| | _____ | _____ | _____ | _____ |
| | Evidence and Comments: | | | |
| | | | | |
| | | | | |
| | | | | |
| A1: Assessment: Self-assessment of learning connected to the success criteria | | | | |
| A2: Assessment: Demonstration of learning | | | | |
| A3: Assessment: Formative assessment opportunities | | | | |
| A4: Assessment: Collection systems for formative assessment data | | | | |
| A5: Assessment: Student use of assessment data | | | | |

| STUDENT GROWTH CRITERION 6 – Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle) | Unsatisfactory | Basic | Proficient | Distinguished |
|--|------------------------|-------|------------|---------------|
| | _____ | _____ | _____ | _____ |
| | Evidence and Comments: | | | |
| SG6.1: Establish Student Growth Goal(s) | | | | |
| SG6.2: Achievement of Student Growth Goal(s) | | | | |

| CRITERION 7 – Communicating and collaborating with parents and the school community. | Unsatisfactory | Basic | Proficient | Distinguished |
|---|------------------------|-------|------------|---------------|
| | _____ | _____ | _____ | _____ |
| | Evidence and Comments: | | | |
| PCC3: Communication and Collaboration: Parents and guardians | | | | |
| PCC4: Communication and Collaboration: Communication within the school community about student progress | | | | |

| CRITERION 8 – Exhibiting collaborative and collegial practices focuses on improving instructional practice and student learning. | Unsatisfactory | Basic | Proficient | Distinguished |
|--|------------------------|-------|------------|---------------|
| PCC1: Professional Learning and Collaboration: Collaboration with peers and administrators to improve student learning | Evidence and Comments: | | | |
| PCC2: Professional Learning and Collaboration: Professional and collegial relationships | | | | |
| PCC5: Professional Responsibilities: Supports school, district, and state curriculum, policy and initiatives | | | | |
| PCC6: Professional Responsibilities: Ethics and advocacy | | | | |

| STUDENT GROWTH CRITERION 8 – Exhibiting collaborative and collegial practices focuses on improving instructional practice and student learning. | Unsatisfactory | Basic | Proficient | Distinguished |
|---|------------------------|-------|------------|---------------|
| SG8.1: Establish Student Growth Goal, Implement, and Monitor Growth | Evidence and Comments: | | | |

| # | Criterion | Score |
|--------------|---|-------|
| 1 | Expectations: Centering instruction on high expectations for student achievement | |
| 2 | Instruction: Demonstrating effective teaching practices | |
| 3 | Differentiation: Recognizing individual student learning needs and developing strategies to address those needs | |
| 4 | Content Knowledge: Providing clear and intentional focus on subject matter content and curriculum | |
| 5 | Learning Environment: Fostering and managing a safe, positive learning environment | |
| 6 | Assessment: Using multiple student data elements to modify instruction and improve student learning | |
| 7 | Families and Community: Communicating and collaborating with parents and school community | |
| 8 | Professional Practice: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning | |
| Total | | |

Criterion Scoring

| | | | | | | | |
|--------|----------------|---------|------------|---------------|--|-------------------------|--|
| Score | 8 – 14 | 15 – 21 | 22 – 28 | 29 - 32 | | Criterion Score | |
| Rating | Unsatisfactory | Basic | Proficient | Distinguished | | Criterion Rating | |

| # | Student Growth | Score |
|--------------|---|-------|
| 3 | Recognizing individual student learning needs and developing strategies to address those needs. Establish Student Growth Goal(s) (3.3) | |
| 3 | Recognizing individual student learning needs and developing strategies to address those needs. Achievement of Student Growth Goal(s) (3.4) | |
| 6 | Using multiple student data elements to modify instruction and improve student learning and criteria. Establish Student Growth goal(s) (6.4) | |
| 6 | Using multiple student data elements to modify instruction and improve student learning and criteria. Achievement of Student Growth goal(s) (6.5) | |
| 8 | Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. Establish Student Growth goals, Implement and Monitor Growth (8.4) | |
| Total | | |

Student Growth Scoring

| | | | | | | |
|--------|--------|---------|---------|--|------------------------------|--|
| Score | 5 – 12 | 13 – 17 | 18 – 20 | | Student Growth Score | |
| Rating | Low | Average | High | | Student Growth Rating | |

Based on the entire year's evaluation, the evaluator judges the teacher's performance as consistent with the following marked category:

U = Unsatisfactory _____

B = Basic _____

P = Proficient _____

D = Distinguished _____

Additional Evaluator Comments:

Evaluator Signature:

Date:

The employee's signature below does not necessarily imply agreement with the evaluation, but only that he or she has seen and discussed it with the evaluator.

Evaluatee Comments (Optional)