



HENRY FORD ACADEMY
ALAMEDA SCHOOL FOR ART + DESIGN

Teacher Evaluation System Guide

Organization

The Henry Ford Academy Teacher Evaluation System is comprised of four domains that encompass all aspects of an educator's performance.

- I. Planning & Preparation
- II. Classroom Environment
- III. Instruction
- IV. Professional Responsibilities

Other components include:

- a. Individual Teacher Goal Setting
- b. No less than 2 walkthroughs to observe the areas of Classroom Environment and Instruction.
- c. Formal Evaluation Post Conference

In order to be aligned with the verbiage the state of Texas is using, our rubrics will consist of a five-level rating scale:

5- Distinguished

*Def. A master teacher that **consistently models, meets, and exceeds** professional and instructional expectations.*

4- Accomplished

*Def. A solid teacher that **meets and exceeds** professional and instructional expectations.*

3- Proficient

*Def. A solid teacher that **meets** professional and instructional expectations. A proficient teacher acknowledges that they are a solid teacher but is self-motivated to continue to improve their practice.*

2- Developing

Def. A teacher with a below average performance who may struggle to meet professional and instructional expectations. HFA has the option to place teacher on a growth plan at Superintendent's discretion. However, if teacher does not make improvements after a reasonable amount of time, teacher contract may not be renewed.

1- Improvement Needed

*Def. A teacher with an **unacceptable performance** that does not meet professional and instructional expectations. A teacher with a final rating of "Improvement Needed" may be subject to dismissal and contract non-renewal.*

Timeline of Evaluation Events

Time Period	Action Required	Completed By
First 4 weeks of School <i>*with the exception of the 2017-2018 SY. Due date will be as assigned pending evaluation training.</i>	Submission of "Instructional & Professional Goals" to Administration	Teacher
Ongoing	Teacher Goals Follow-Up	Administration
Fall Unannounced <i>*with the exception of the 2017-2018 SY. Due date will be as assigned pending evaluation training.</i>	Walkthrough #1	Administration
Within 48 business hours of walkthrough	Walkthrough #1 Follow-Up	Administration
Spring Unannounced	Walkthrough #2	Administration
Spring By Appointment	Formal Observation	Administration
Spring 1 week after Formal Observation.	Formal Evaluation Post Conference	
Last Month of School	"Instructional & Professional Goals" Reflection & Review	Administration & Teacher

What to Expect

Instructional & Professional Goals

Teachers will be required to submit annual professional and instructional goals based on self-reflection, supervisor feedback, data, and new research on pedagogy. Goals will be reviewed by administrators. Administrator and teacher will work together to assist with reaching these goals. Teacher should take initiative and find trainings to help with professional growth and development. Training requests will be submitted for approval to Superintendent.

Example of Goal: I would like to improve my communication and enforcement of classroom expectations, rules, and procedures.

Evidence of Growth: walkthroughs showing an increase of classroom engagement and positive teacher student interaction, observable routines decrease in behavior referrals, student academic improvement (eduphoria and gradebook), and student climate survey.

Instructional & Professional Goals End of the Year Review

Teachers will be required to reflect on the academic school year and revisit their goals. Should the goals change? Should they stay the same? Was there growth and what is the evidence to reflect that.

**Administration will review this portion as a component of teacher growth.*

Walkthroughs

Walkthroughs will be conducted by an administrator no less than twice a year and focused on isolated portions of the domains of **Classroom Environment and Instruction**. Walkthroughs are an informal evaluation of specific components of the classroom and may last 15-30 minutes. Feedback gathered from a walkthrough will be provided within 48 business hours from the completion of walkthrough. Feedback may be given during a face to face meeting or email. It is important to note that walkthroughs are a useful data tool for both teachers and administration. This data is used to help guide the coaching administrators provide to teachers.

**** Administration will take into account the growth teacher has made from each walkthrough to formal observation. This information will be taken into account when determining final teacher ratings.*

Formal Observation

A formal observation is a SCHEDULED comprehensive observation conducted by administration. Formal observations may last from 45 minutes to an entire class period. All evidence collected from your formal evaluation will be used to help select teacher ratings in each domain. Formal observations should reflect growth throughout the year.

Formal Evaluation Post-Conference

A post-conference will be scheduled by the superintendent within one week of formal observation. Teachers can expect that this conference will be scheduled during their conference period. Superintendent will provide feedback on the formal observation, growth, and performance throughout the year. Teacher will have an opportunity to also provide information on their observations as well as their experience throughout the year. This conference is essential for reflection for both teacher and administration. It will allow us to continue to set purposeful goals that will assist in the improvement of student academic achievement.

What is considered evidence?

An administrator will gather data throughout the school year to best evaluate educators solely for the improvement of instructional and professional practices. It is important to remember that an evaluation is not a "gotcha". It is based on factual pieces of evidence and information.

The following are some examples of data that can be used as evidence:

- All Walkthrough and Observation Notes
- "Instructional & Professional Goals" Sheet
- Formal Observation Notes
- Sign-in Sheets
- Data from Gradebook
- Data from Eduphoria
- Emails
- Record of Teacher Attendance
- Record of Duty Attendance
- Community Partnerships
- Student Climate Survey
- Teacher Climate Survey
- Student State Assessment Performance
- Parent Contact Logs
- Student Behavior Referrals
- Professional Development Certificates of Completion
- Formal Warnings



Professional and Instructional Goals

Initial Date: _____

Teacher Name: _____

Domain <i>Identify the Domain your need falls under.</i>	Goal <i>Identify an area that you would like to strengthen.</i>	Plan <i>How do you plan to Achieve this goal?</i>	Completion Date <i>When do you anticipate reaching your goal by?</i>	Evidence of Completion <i>How will we know and measure the completion or growth towards this goal?</i>
Example: Classroom Environment	I would like to improve my communication and enforcement of classroom expectations, rules, and procedures.	<ul style="list-style-type: none"> - Collaboration with colleagues to discuss strategies - Observe other Classes - Work with Mr. Montez when establishing rules, procedures, and expectations. Request ongoing feedback. - Attend workshops on classroom management if available 	Quarterly Progress	<ul style="list-style-type: none"> - walkthroughs showing an increase of classroom engagement and positive teacher student interaction - observable routines decrease in behavior referrals - student academic improvement (eduphoria and gradebook) - student climate survey

**Professional and Instruction Goals
End of Year Review**

Review Date: _____

Goal #1

Did you meet your goal? Why or why not?

If you did not meet your goal, what are some ways that you have shown growth in area?

What are some of the actions you took to achieve your goal?

Considering growth, how can you modify your goal to continue to improve your practice next year?

**Professional and Instruction Goals
End of Year Review**

Goal #2

Did you meet your goal? Why or why not?

If you did not meet your goal, what are some ways that you have shown growth in area?

What are some of the actions you took to achieve your goal?

Considering growth, how can you modify your goal to continue to improve your practice next year?



Evaluation System: Walkthrough
2017-2018 School Year

II. Classroom Environment

Date	
Administrator Name	
Teacher Name	
Course Name/Period	
Start Time	
End Time	

I. Routines & Procedures

Communication of Standards for Student Behavior
classroom procedures, routines, and transitions

Teacher-

- has clearly communicated and enforced high standards for student behavior that is evident through seamless transitions between activities and daily routines.
- communicates and enforces some standards for student behavior. Students are able to transition between activities and routines with teacher guidance.
- has not clearly communicated classroom behavior standards. Students appear confused and there is minimal evidence of classroom procedures, routines, and transitions.
- not observed/not applicable

Group Work Participation

whole class, partners, small group, etc.

Students-

- participated within a group and were able to manage supplies, interactions, and assignments with minimal direction.
- were dependent on teacher when participating in groups.
- appear confused/unclear of expectations when working in groups causing behavior issues and lack of engagement.
- not observed /not applicable

Physical Classroom

appearance, organization, and safety

Classroom-

- is safe and organized and supports learning for ALL students.
- is safe and organized and supports learning for MOST students
- is unsafe, uncomfortable, and disorganized.
- not observed/not applicable

Evidence/Notes:

II. Behavior Management

Student Expectations

enforcement of behavior in accordance to Student Code of Conduct

Teacher-

- consistently redirected minor behavior issues without causing a significant classroom disruption.
- inconsistently redirected behavior issues.
- rarely/unfairly redirected behavior issues resulting in classroom disruptions.
- not observed/not applicable

Student Behavior

- all students were following directions with minimal behavioral disruptions.
- some students were off task during lesson.
- several behavior issues observed in the classroom that impeded the learning process.
- not observed/not applicable

Evidence/Notes:

III. Classroom Culture

Professional Student Relationships

Teacher-

- is fair and respectful to all students. Students are respectful of their classroom community and collaborate positively.
- created an environment where MOST students are engaged, but are sometimes disrespectful to classmates and teacher.
- created an environment where minimal students were engaged, causing distractions. Students were disrespectful of each other and teacher.

Evidence/Notes:

Teacher Strengths

Areas of Reinforcement

Recommendations & Possible Resources

Teacher received feedback of walkthrough on _____.



Evaluation System: Walkthrough
2017-2018 School Year

III. Instruction

Date	
Administrator Name	
Teacher Name	
Course Name/Period	
Start Time	
End Time	

I. Content Knowledge & Pedagogy

Delivery

teacher knowledge of content area

Teacher-

- appears comfortable with content in the lesson being taught and has no issues clarifying information or presenting it in different ways when students ask questions.
- is knowledgeable in the content of the lesson being taught, but has difficulty relaying information in multiple contexts.
- lacks knowledge in content of the lesson being taught and is struggling conveying information to students. Notes and verbal instruction are vague and difficult for students to follow.
- not observed/not applicable

Cross-Curricular Connections

teacher implementation of concepts covered in other content areas

Teacher-

- organically implemented cross-curricular connections within lesson.
- attempted to implement cross-curricular connections but caused confusion or possibly misaligned.
- missed opportunities to imbed cross-curricular connections.
- not observed/not applicable

Rigor

higher-order thinking

Teacher-

- Teacher provided opportunities to use different styles of thinking. (design thinking, analytical, creative, etc)
- Teacher provided minimal opportunities for different styles of thinking in the classroom and moved forward from topics quickly.
- Lesson was worksheet, textbook, or lecture based. Minimal opportunity for higher-order thinking.
- not observed/not applicable

Evidence/Notes:

II. Academic Expectations

Awareness

Students-

- have a clear understanding of academic expectations in the classroom by providing thoughtful input to discussions and quality work.
- expectation was based on completion of assignment.
- have an unclear idea or appear to be confused as to what their assignment entail.
- not observed/not applicable

Feedback*purposeful evidence based feedback*

Teacher-

- provides immediate purposeful feedback that helps students know they are on the right track or clears misconceptions.
- provides feedback such as "good job" or "that answer is incorrect.", but does not offer further clarification for students.
- moves quickly from one topic to the next and does not offer feedback during class time.
- not observed/not applicable

Academic Ownership*student accountability*

Students-

- visibly take initiative in the classroom, ask questions, and show awareness of their academic standing.
- follow teacher direction, but ask little questions. End goal is completion of assignment.
- show lack of interest in the learning taking place in the classroom.
- not observed/not applicable

Evidence/Notes:

III. Communication**Clarity***lesson delivery*

Teacher-

- lecture/notes/instructions are clearly communicated, well paced, and easy to follow.
- lecture/notes/instructions can be difficult to follow. Teacher's pacing is either too slow or too fast causing students to become disengaged.
- lecture/notes/instructions are unclear and confusing.
- not observed/not applicable

Classroom Discussions*applications opportunity*

Teacher-

- facilitates classroom discussion by using higher-order thinking questions and probing questions so students may apply ideas and skills being taught.
- provides opportunities for classroom discussion by using recall questions that promote little discussion.
- does not provide opportunities for student discussion. Lesson was teacher led and lecture based.
- not observed/not applicable

Evidence/Notes:

IV. Differentiation**Lesson Components**

Lesson-

- addresses different learning styles.
- targets one learning style.
- not observed/not applicable

Lesson Adaptation

Teacher-

- actively monitors and adjusts lesson during class to address individual student learning needs and styles based on checks for understanding, disengagement, or confusion.
- does minimal adjustments during classroom when students become confused.
- continues with lesson and does not adjust when confusion or disengagement occurs.
- not observed/not applicable

Informal Assessments

Teacher-

- uses different strategies to check for understanding.
- checks for understanding by asking questions.
- does not check for understanding during lesson.
- not observed/not applicable

Evidence/Notes:

Teacher Strengths

Areas of Reinforcement

Recommendations & Possible Resources

Teacher received feedback of walkthrough on _____.

I. Planning and Preparation

	DISTINGUISHED 5 Planning Includes:	ACCOMPLISHED 4 Planning Includes:	PROFICIENT 3 Planning Includes:	DEVELOPING 2 Planning Includes:	IMPROVEMENT NEEDED 1 Planning Includes:
Standards & Alignment	<ol style="list-style-type: none"> All objectives and goals are aligned to Texas Essential Knowledge & Skills (TEKS). All goals are rigorous and measurable. All lessons and activities are sequenced. All information provided is relevant to students' prior knowledge and strategically incorporate real world connections. All lessons are cross curricular. All lessons are paced to provide appropriate time for lesson completion and lesson closure. All lessons are differentiated. All lessons integrate technology to enhance mastery of goals. 	<ol style="list-style-type: none"> All objectives and goals are aligned to Texas Essential Knowledge & Skills (TEKS). All goals are measurable. All lessons and activities are sequenced. All information provided is relevant to students' prior knowledge and strategically incorporate real world connections. All lessons are cross curricular. All lessons are paced to provide appropriate time for lesson completion and lesson closure. All lessons are differentiated. All lessons integrate technology to enhance mastery of goals. 	<ol style="list-style-type: none"> All objectives and goals are aligned to Texas Essential Knowledge & Skills (TEKS). All lessons and activities are sequenced. All information provided is relevant and allows students to make real world connections. All lessons have good pacing and allow for closure. All lessons are differentiated. Technology is used if applicable. 	<ol style="list-style-type: none"> Most objectives and goals are aligned to Texas Essential Knowledge & Skills (TEKS). Most lessons and activities are sequenced. Sometimes there is good pacing that may allow for closure. 	<ol style="list-style-type: none"> Minimal objectives and goals are aligned to Texas Essential Knowledge & Skills (TEKS). Minimal lessons and activities are sequenced. Pacing rarely allows for lesson closure.
Data Driven	<ol style="list-style-type: none"> Informal assessments given consistently to monitor all students' understanding of concepts being taught. Formal assessments given consistently to monitor all student progress and incorporated into lesson planning. Specific and purposeful frequent feedback provided to all students, parents, and administration about student growth. Teacher creates a sense of educational ownership within students and aids them in tracking their own progress to include strengths and weaknesses. Timely data analysis of all student assessments used for teacher reflection of teaching methods and strategies in relation to student success. Teacher modifies lessons based on data and assessment. 	<ol style="list-style-type: none"> Informal assessments given consistently to monitor all students' understanding of concepts being taught. Formal assessments given consistently to monitor all student progress and incorporated into lesson planning. Specific and purposeful frequent feedback provided to all students, parents, and administration about student growth. Timely data analysis of all student assessments used for teacher reflection of teaching methods and strategies in relation to student success. Teacher modifies lessons based on data and assessment. 	<ol style="list-style-type: none"> Informal assessments given frequently to monitor all students' understanding of concepts being taught. Formal assessments given consistently to monitor all student progress. Frequent feedback provided to all students, parents, and administration. Timely data analysis of all student assessments. Teacher modifies lessons based on data and assessment. 	<ol style="list-style-type: none"> Informal assessments given sometimes to monitor most students' understanding of concepts being taught. Formal assessments given sometimes to monitor most student progress. Feedback provided to most students, parents. Utilization of some data sources. 	<ol style="list-style-type: none"> Few formal and informal assessments given to monitor student progress. Minimal feedback to students and parents. Few sources for data analysis.
Lesson Design	<ol style="list-style-type: none"> All lessons have higher-order thinking questions embedded throughout to engage students in complex academic discussions as well as encourage creative problem solving with real world applications. All lessons are clear and focused on aligned, measurable, and achievable outcomes. All lessons are highly relevant and engage all students. All lessons are differentiated to address all learning styles and needs. Anticipates possible misconceptions and develops strategies to address them. 	<ol style="list-style-type: none"> All lessons have higher-order thinking questions embedded throughout to engage students in complex academic discussions as well as encourage creative problem solving, measurable, and focused on aligned, measurable, and achievable outcomes. All lessons are highly relevant and engage most students. All lessons are differentiated to address all learning styles and needs. 	<ol style="list-style-type: none"> All lessons have higher-order thinking questions embedded throughout to engage students in complex academic discussions measurable, and achievable outcomes. All lessons are relevant and engaging. All lessons are differentiated to address all learning styles and needs. 	<ol style="list-style-type: none"> Questions embedded throughout the lesson promote limited response, measurable, and achievable outcomes. Some lessons are relevant and engaging. Some lessons are differentiated to address all learning styles and needs. 	<ol style="list-style-type: none"> Questions embedded throughout the lesson promote little to no response and do not encourage higher-order thinking. Lessons lack focus and are misaligned. Few lessons are relevant and engaging. Differentiation is not provided throughout the lesson.

Evaluator Notes:

Total/4= Score

II. Classroom Environment

	5	4	3	2	1
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Routines & Procedures	<ol style="list-style-type: none"> Clearly establishes and enforces high standards for student behavior through use of classroom procedures, routines, and transitions effortlessly. Classroom primarily relies on student leadership and responsibility of materials and all tasks given. Teacher is considered a facilitator. The classroom is a safe and organized environment that supports learning for all students. 	<ol style="list-style-type: none"> Clearly establishes and enforces high standards for student behavior through use of classroom procedures, routines, and transitions effortlessly. Group work is student centered and students take ownership and responsibility of materials and all tasks given. The classroom is a safe and organized environment that supports learning for all students. 	<ol style="list-style-type: none"> Clearly communicates and enforces high standards for student behavior through use of classroom procedures, routines, and transitions. Students participate in different types of learning groups and are able to manage supplies, interactions, and assignments with minimal teacher direction. The classroom is a safe and organized environment that supports learning for all students. 	<ol style="list-style-type: none"> Communicates and enforces some standards for student behavior through use of classroom procedures, routines, and transitions. Students are dependent on teacher when participating in different types of learning groups. The classroom is a safe and organized environment that supports learning for most students. 	<ol style="list-style-type: none"> Minimal procedures and routines are used in the classroom. Students are confused about classroom expectations. The classroom is unsafe, uncomfortable, or disorganized. Classroom only supports learning for some students.
Behavior Management	<ol style="list-style-type: none"> Consistently enforces student expectations as listed in Student Code of Conduct. Teacher monitors behavior subtly, and addresses misbehavior quickly, and reinforces positive behavior. Students and teacher develop and adopt classroom norms together. Teacher consistently communicates with parents on both positive and negative student behaviors and documents all contact. 	<ol style="list-style-type: none"> Consistently enforces student expectations as listed in Student Code of Conduct. Teacher monitors behavior subtly and addresses misbehavior quickly. Most students understand and respect classroom expectations. Teacher consistently communicates with parents on both positive and negative student behaviors and documents all contact. 	<ol style="list-style-type: none"> Consistently enforces student expectations as listed in Student Code of Conduct. Most students meet expected behavior standards. Teacher communicates with parents on both positive and negative student behaviors and documents most contact. 	<ol style="list-style-type: none"> Inconsistently enforces student expectations as listed in Student Code of Conduct. Some students meet expected behavior standards. Teacher inconsistently communicates negative student behaviors to parents. 	<ol style="list-style-type: none"> Rarely or unfairly enforces student expectations as listed in Student Code of Conduct. Student behavior impedes learning in the classroom. Teacher does not communicate with parents on student behaviors.
Classroom Culture	<ol style="list-style-type: none"> Teacher creates a positive climate of respect where students view disruptions of the learning process as disrespectful. Teacher consistently engages students in relevant and purposeful learning to build rapport with students. Students collaborate and encourage each other with a true team mindset. 	<ol style="list-style-type: none"> Teacher creates a positive climate of respect. Teacher engages students in relevant and purposeful learning based on student ability. Students collaborate positively. 	<ol style="list-style-type: none"> Teacher is fair and respectful towards students and has the ability to create positive professional relationships. Students have a mutual respect for their teacher. Students work respectfully individually and in groups. 	<ol style="list-style-type: none"> Teacher creates a learning environment where most students may be engaged. Students are sometimes disrespectful towards each other and have difficulty working in groups. 	<ol style="list-style-type: none"> Teacher creates a learning environment where minimal students are engaged in classroom lessons. Students are disrespectful of each other and their teacher.

Evaluator Notes:

Total/4= Score

III. Instruction (cont'd)

	DISTINGUISHED 5	ACCOMPLISHED 4	PROFICIENT 3	DEVELOPING 2	IMPROVEMENT NEEDED 1
<p>Communication</p> <ol style="list-style-type: none"> 1. Teacher has established practices in the classroom that facilitate academic discussions for all students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. Teacher provides technology and visual tools to aid in the process. 2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate. 3. Teacher incorporates higher order thinking questions such as the creative, analysis, and evaluative of Blooms taxonomy levels that require students to understand objectives at a deeper level to be applied using real world connections. 4. Teacher uses varied questioning techniques to create support student directed learning that engages all students. 5. Teacher provides appropriate wait time for student responses that allow for students to process information. 	<ol style="list-style-type: none"> 1. Teacher has established practices in the classroom that facilitate academic discussions for all students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. Teacher provides technology and visual tools to aid in the process. 2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate. 3. Teacher incorporates higher order thinking questions such as the creative, analysis, and evaluative of Blooms taxonomy levels. 4. Teacher frequently uses probing questions to help students clarify, elaborate, and amplify the learning process. 5. Teacher provides appropriate wait time for student responses that allow for students to process information. 	<ol style="list-style-type: none"> 1. Teacher facilitates academic discussions for most students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. 2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate. 3. Teacher incorporates higher order thinking questions such as the understand, remember, and apply of Blooms taxonomy levels. 4. Teacher will use probing questions help students clarify and elaborate. 	<ol style="list-style-type: none"> 1. Teacher attempts to facilitate academic discussions with students but is only sometimes successful. 2. Teacher provides students with sometimes unclear verbal explanations with minimal notes and examples. 3. Teacher incorporates asks remember and understand level questions that promote little discussion. 4. Teacher will sometimes use probing questions that produce a minimal response. 	<ol style="list-style-type: none"> 1. Lecture based instruction with little to no discussion. 2. Teacher is unaware of student misunderstandings therefore go unaddressed. 3. Teacher communication is unclear and includes poor grammar, misspellings, inaccurate punctuation, or structure. 4. Teacher rarely asks questions to promote discussion or check for understanding. 5. Teacher takes answers as is and moves forward to next topic with little to no discussion. 	
<p>Differentiation</p> <ol style="list-style-type: none"> 1. Teacher consistently creates lessons that address individual learning needs and styles with a wide variety of teaching strategies. 2. Teacher consistently monitors and adjusts lessons based on informal assessments and student engagement. 3. Teacher always differentiates and scaffolds lessons to provide most students with the opportunity of content mastery. 4. Teacher proactively prevents student confusion and disengagement by addressing learning needs of all students. 	<ol style="list-style-type: none"> 1. Teacher consistently creates lessons that address individual learning needs and styles. 2. Teacher regularly monitors and adjusts lessons based on informal assessments and student engagement. 3. Teacher differentiates and scaffolds lessons to provide most students with the opportunity of content mastery. 4. Teacher proactively minimizes student confusion and disengagement by addressing learning needs of all students. 	<ol style="list-style-type: none"> 1. Teacher creates lessons that address individual learning needs and styles. 2. Teacher monitors and adjusts lessons to continue to address individual learning needs and styles. 3. Teacher differentiates lessons to provide most students with the opportunity of content mastery. 4. Teacher can identify when students become confused, lost, or disengaged and responds appropriately. 	<ol style="list-style-type: none"> 1. Teacher creates some lessons that address individual learning needs and styles. 2. Teacher sometimes adjusts lessons to continue to address individual learning needs and styles. 3. Teacher sometimes differentiates lessons to provide most students with the opportunity of content mastery. 4. Teacher can sometimes recognize when students become confused, lost, or disengaged and responds appropriately. 	<ol style="list-style-type: none"> 1. Teacher provides basic lessons without purposeful differentiation. Teacher often uses worksheets and teaches out of textbook. 2. Lessons are rarely adjusted. 3. Teacher has great difficulty identifying students that are confused. 4. Teacher does not monitor student engagement. 	

Evaluator Notes:

Total/4= Score _____

III. Instruction (cont'd)

	DISTINGUISHED 5	ACCOMPLISHED 4	PROFICIENT 3	DEVELOPING 2	IMPROVEMENT NEEDED 1
<p>Communication</p> <p>1. Teacher has established practices in the classroom that facilitate academic discussions for all students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. Teacher provides technology and visual tools to aid in the process.</p> <p>2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate.</p> <p>3. Teacher incorporates higher order thinking questions such as the creative, analysis, and evaluative of blooms taxonomy levels.</p> <p>4. Teacher frequently uses probing questions to help students clarify, elaborate, and amplify the learning process.</p> <p>5. Teacher provides appropriate wait time for students to process information.</p>	<p>1. Teacher has established practices in the classroom that facilitate academic discussions for all students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher. Teacher provides technology and visual tools to aid in the process.</p> <p>2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate.</p> <p>3. Teacher incorporates higher order thinking questions such as the creative, analysis, and evaluative of blooms taxonomy levels.</p> <p>4. Teacher frequently uses probing questions to help students clarify, elaborate, and amplify the learning process.</p> <p>5. Teacher provides appropriate wait time for students to process information.</p>	<p>1. Teacher facilitates academic discussions for most students to think about, discuss, and use the ideas and skills being taught to communicate with their peers and teacher.</p> <p>2. Teacher provides students with verbal and written explanations, notes, and examples that are clear and accurate.</p> <p>3. Teacher incorporates higher order thinking questions such as the understand, remember, and apply of blooms taxonomy levels.</p> <p>4. Teacher will use probing questions help students clarify and elaborate.</p>	<p>1. Teacher attempts to facilitate academic discussions with students but is only sometimes successful.</p> <p>2. Teacher provides students with sometimes unclear verbal explanations with minimal notes and examples.</p> <p>3. Teacher incorporates asks remember and understand level questions that promote little discussion.</p> <p>4. Teacher will sometimes use probing questions that produce a minimal response.</p>	<p>1. Lecture based instruction with little to no discussion.</p> <p>2. Teacher is unaware of student misunderstandings therefore go unaddressed.</p> <p>3. Teacher communication is unclear and includes poor grammar, misspellings, inaccurate punctuation, or structure.</p> <p>4. Teacher rarely asks questions to promote discussion or check for understanding.</p> <p>5. Teacher takes answers as is and moves forward to next topic with little to no discussion.</p>	
<p>Differentiation</p> <p>1. Teacher consistently creates lessons that address individual learning needs and styles with a wide variety of teaching strategies.</p> <p>2. Teacher consistently monitors and adjusts lessons based on informal assessments and student engagement.</p> <p>3. Teacher always differentiates and scaffolds lessons to provide most students with the opportunity of content mastery.</p> <p>4. Teacher proactively prevents student confusion and disengagement by addressing learning needs of all students.</p>	<p>1. Teacher consistently creates lessons that address individual learning needs and styles.</p> <p>2. Teacher regularly monitors and adjusts lessons based on informal assessments and student engagement.</p> <p>3. Teacher differentiates and scaffolds lessons to provide most students with the opportunity of content mastery.</p> <p>4. Teacher proactively minimizes student confusion and disengagement by addressing learning needs of all students.</p>	<p>1. Teacher creates lessons that address individual learning needs and styles.</p> <p>2. Teacher monitors and adjusts lessons to continue to address individual learning needs and styles.</p> <p>3. Teacher differentiates lessons to provide most students with the opportunity of content mastery.</p> <p>4. Teacher can identify when students become confused, lost, or disengaged and responds appropriately.</p>	<p>1. Teacher creates some lessons that address individual learning needs and styles.</p> <p>2. Teacher sometimes adjusts lessons to continue to address individual learning needs and styles.</p> <p>3. Teacher sometimes differentiates lessons to provide most students with the opportunity of content mastery.</p> <p>4. Teacher can sometimes recognize when students become confused, lost, or disengaged and responds appropriately.</p>	<p>1. Teacher provides basic lessons without purposeful differentiation. Teacher often uses worksheets and teaches out of textbook.</p> <p>2. Lessons are rarely adjusted.</p> <p>3. Teacher has great difficulty identifying students that are confused.</p> <p>4. Teacher does not monitor student engagement.</p>	

Evaluator Notes:

Total/4= Score