

APPENDIX 10-E ANNUAL EVALUATION REPORT – CERTIFICATED CLASSROOM TEACHERS

Observation of: [Comments]
 Assignment: [Comments]
 Time Observation Began: [Comments]
 Date this observation report provided to employee: [Comments]

Building or Worksite: [Comments]
 Date of Observation: [Comments]
 Time Observation Ended: [Comments]

Comprehensive Focused

Instructions: Evaluate the performance of the teacher’s performance over the year based on formal and informal observations and other evidence, both in the classroom and outside the classroom. Should the preponderance of evidence in a section result in an unsatisfactory or basic score, the evaluator will score each of the sub-dimensions. Otherwise, the evaluator will score each section overall.

I. Centering instruction on high expectations for student achievement.

- | | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Based on standards and is linked to a broader purpose or builds transferable skills (P1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Communicates learning target(s) through verbal and visual strategies (P4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Makes success criteria clear to students and performance tasks are aligned (P5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Learning routines for discussion and collaborative work are present (CEC2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section I Score:
 Evidence/Comments: [Comments]

II. Demonstrating effective teaching practices.

- | | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Utilizes quality questioning that deepens student understanding (SE1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Opportunity and support for participation and meaning making (SE4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Provides engagement strategies that result in quality student talk (SE5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Use of scaffolds and gradual release of responsibility (CP5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section II Score:
 Evidence/Comments: [Comments]

III. Recognizing individual student learning needs and developing strategies to address those needs.

- | | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Facilitates student ownership of learning (SE2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Capitalizing on students’ strengths (SE3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Differentiated instruction for students (CP4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Teacher use of formative assessments (A4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Establishes student growth goal(s) for subgroups (SG3.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Achieves student growth goal(s) for subgroups (SG3.2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section III Score:
 Evidence/Comments: [Comments]

IV. Providing clear and intentional focus on subject matter content and curriculum.

	1	2	3	4
a. Connects learning to previous and future lessons (P2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Aligns curriculum materials and tasks to learning targets and to students' level of challenge (CP1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Delivers instruction consistent with content knowledge (CP2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses teaching strategies that develop discipline specific understanding (CP3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Design of performance task (P3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section IV Score:

Evidence/Comments: [Comments]

V. Fostering and managing a safe positive learning environment.

	1	2	3	4
a. Physical arrangement of the room is safe and students access resources (CEC1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Learning time is maximized in service of learning (CEC3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Positive student-teacher relationships are evident (CEC4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom norms are evident (CEC5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section V Score:

Evidence/Comments: [Comments]

VI. Using multiple student data elements to modify instruction and improve student learning.

	1	2	3	4
a. Students self-assess learning relative to the success criteria (A1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students use formative assessments to assess their learning (A2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Assessment opportunities allow students to demonstrate learning (A3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teacher has an observable system for data collection and uses it to inform instruction (A5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Establishes classroom student growth goals (SG6.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Achieves classroom student growth goals (SG6.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section VI Score:

Evidence/Comments: [Comments]

VII. Communicating and collaborating with parents and the school community.

	1	2	3	4
a. Communication and collaboration with parents and guardians (PCC2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates within the school community about student progress (PCC3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section VII Score:

Evidence/Comments: [Comments]

VIII. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

	1	2	3	4
a. Collaborates with peers and administrators to improve student learning (PCC1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supports school, district and state curricula, policies and initiatives (PCC4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professionally supports all students (PCC5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Establishes student growth goals and monitors student achievement as a collaborative team (SG8.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section VIII Score:

Evidence/Comments: [Comments]

Additional comments of evaluator: [Comments]

Student Growth

Low

Average

High

Date of annual evaluation conference:

Final determination of overall performance is:

Unsatisfactory

Basic

Proficient

Distinguished

Employee's comments: [Comments]

Reporting Administrator's Signature

Employee's Signature

My signature means that I have read and discussed this observation report with the reporting administrator.

c. Employee
Employee's Personnel File