NORTHWEST PUBLIC SCHOOLS

Lockwood 1R Cedar Hollow Chapman St. Libory Northwest

Formal Evaluation Tool
2016 / 2017

Domain 1: Instructional Strategies

1.a-d Learning Targets

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
Learning targets are unconnected to content and NE standards, or are stated as activities.	Learning targets are provided and connect to content and/or NE standards.	Learning targets are provided in student friendly language, communicated to students at the beginning of class, revisited during instruction and used to check for understanding.	Learning targets are clearly connected to previous and new learning. All students are able to articulate and demonstrate understanding of the learning target.

Additional Comments:

2. Tracking Student Progress

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
Little or no evidence of tracking student progress.	Tracks student progress, however, the majority of the students are not monitored for the desired effect of the strategy.	Facilitates tracking of student progress using a formative approach to assessment. Students are able to self-monitor for evidence of learning.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Additional Comments:

3. Celebrating Student Success

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
Little or no evidence of celebrating student success.	Provides students recognition of their current status and their knowledge gained relative to the learning target.	Provides students recognition of their current status and their knowledge gained relative to the learning target. Students are motivated to enhance their status.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Additional Comments:

4. Establish and Maintain Classroom Rules and Procedures

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
Does not clearly communicate directions and procedures. Students do not comply or are unaware of classroom procedures or behavior expectations, excessive instructional time is lost.	Establishes clear expectations for classroom procedures; however, there is evidence of inconsistent management of routines that result in a loss of instructional time. Students comply minimally with procedures that are set and monitored by the teacher.	Teacher and students collaboratively establish clear expectations for classroom procedures. Transitions are organized and orderly. Most students adhere to procedures. Minimal instructional time is lost in handling non-instructional duties.	Teacher and students collaboratively establish clear expectations for classroom procedures and are flexible to adapt to the learning goals and needs of students. Transitions are organized and orderly. Students take ownership for classroom routines and procedures that result in no loss of instructional time. Model, coach and mentor colleagues in how to establish classroom routines and procedures.

Additional Comments:

6. Identify Critical Information

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
No attempt made to identify critical information.	Signals to students of critical vs noncritical information are limited. Little to no monitoring whether students attend to critical information.	Signals to students which content is critical vs. noncritical, then monitors which students are attending to critical information.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

8. Previewing New Content

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
No strategy is evident or there are missing parts to the strategy.	Engages students in learning activities to preview and link new knowledge to what has been addressed, however some students have difficulty making connections.	Engages students in learning activities to preview and link new knowledge to what has been addressed with the majority of students being able to make connections.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

9. Chunking Content into Digestible Bites

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
Students are overwhelmed with content.	Effort is made to break information into small chunks based on student needs with minimal effectiveness.	Breaks content into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

11. Building on New Information

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
Uses strategy incorrectly or with missing parts.	Engages students in answering questions, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in answering questions and monitors for evidence which supports student understanding of new information.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

12. Students Record and Represent Knowledge

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
Strategy not used, or used incorrectly with parts missing.	Some students are engaged in strategies to record and represent their understanding. Strategies used do not enhance student understanding.	Most students are engaged in strategies to record their understanding of new concepts or content. Monitors the level this enhances students' understanding.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

14. Reviewing Content

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
No review is evident.	Led review with little or no monitoring of student understanding.	Led review with engagement of most students. Monitoring for understanding is evident.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

17. Examining Similarities and Differences

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
No strategy is evident or there are missing parts to the strategy.	An activity is used to examine similarities and differences, but little to no monitoring of understanding is observed.	An activity is used to examine similarities and differences. Monitoring occurs in order to help the majority of the students deepen knowledge.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

18. Students Examine Errors in Reasoning

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
No strategy is evident or there are missing parts to the strategy.	An activity is provided to engage students that requires them to examine their own reasoning, but most students are not monitored.	An activity is provided in which most students are engaged in examining their own reasoning. The teacher monitors the students for evidence of success.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

19. Practicing Skills, Strategies, and Processes

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
No strategy is used or the strategy has missing parts.	When content involves a skill, strategy or process, students are engaged in practice, but most are not monitored for understanding.	When content involves a skill, strategy or process most students are engaged in practice and monitored for understanding.	Adapts and creates new strategies for unique student needs in order to achieve desired effect for all students.

Additional Comments:

*24. Noticing When Students are **Not** Engaged*

Unsatisfactory	Developing	Effective	Exemplary
Uses strategy incorrectly or with parts missing.	Scans the room and notices when students are not engaged and takes action, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Scans the room and notices when students are not engaged and takes action. Monitors for evidence of the extent to which the majority of students re-engage.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Additional Comments:

26. Manage Response Rates

Unsatisfactory	Developing	Effective	Exemplary
Little or no evidence of managing student responses.	Uses response rate techniques to maintain student engagement through questioning processes, but the majority of students are either not monitored or do not display the desired effect to the strategy.	Uses response rate techniques to maintain student engagement through questioning processes, and monitors for evidence to which these activities enhance student engagement for the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Additional Comments:

Domain 2: Planning and Preparation

42. Effective Scaffolding of Information with Lessons

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
The teacher attempts to scaffold the information but does not actually complete or follow through with these attempts.	The teacher scaffolds the information but the relationship between content is not clear.	The teacher organizes content so that each new piece of information clearly builds on the previous piece of information.	Students can explain the connection between the new information and previously learned information and the teacher is able to help develop this skill in colleagues.

Additional Comments:

43. Lessons with Units

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
The teacher attempts to organize lessons but does not complete or follow through with these attempts.	Organizes lessons so that students move from basic to deeper understanding of content, but students do not apply content in authentic ways.	Organizes lessons within a unit so that students move from understanding to applying the content through authentic tasks.	Students are able to explain how the content connects with the applications they are doing and the teacher is able to help develop this skill in colleagues.

Additional Comments:

44. Aligned with Content Standards

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
The teacher attempts to align lessons but they do not complete or follow through with these attempts.	Ensures lessons and units include the important content identified by the district but does not address the appropriate sequencing of content.	Ensures lessons and units include the important content identified by the district and the manner in which that content should be sequenced.	Students demonstrate a sound knowledge of important content and the teacher is an acknowledged leader in their PLC group.

Additional Comments:

46. Use of Resources including Technology

Unsatisfactory(1)	Developing(2)	Effective(3)	Exemplary(4)
The teacher attempts to use various resources but does not actually complete or follow through with these attempts.	Identifies available resources that could enhance student understanding but does not identify how they will be used.	Effectively uses available resources to enhance student understanding.	Effectively uses available resources to enhance student understanding and provides blended learning opportunities when appropriate. Model, coach and mentor colleagues in the development of this skill.

Additional Comments:

Domain 3: Reflecting on Teaching

53 / 54. Teacher Developed a Written Professional Growth Goal

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
Attempts to perform this activity but does not actually complete or follow through with action plan.	Charts his/ her progress on the professional goal plan using established milestones and timelines but does not make adaptations as needed.	Charts his/her progress on the professional goal plan using established milestones and timelines and makes adaptations as needed.	Recognized as a leader in helping others with this activity.

Additional Comments:

Domain 4: Collegiality and Professionalism

55. Promoting Positive Interactions with Colleagues (including PLC)

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
Fails to fully participate in the PLC process (unprepared, fails to share data, lack of attendance, not engaged, doesn't adhere to established team norms). Fails to interact with colleagues in a positive, productive manner.	Participates in the PLC process but is inconsistent with fully meeting expectations. Positive and productive interactions with colleagues are emerging.	Fully participates in the PLC process and encourages others to adhere to established norms. Interacts with colleagues in a positive, productive manner.	Recognized as a positive leader in the PLC process and throughout the school district. Builds positive relationships and encourages colleagues to do the same.

Additional Comments:

56. Promoting Positive Interactions about Students and Parents

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
Fails/refuses to interact with students and parents in a positive manner in order to promote positive home/school relationships.	Attempts to interact with students and parents to promote positive relationships, but doesn't follow through on a consistent basis.	Interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	Viewed by parents and students as an excellent communicator and has the students' needs as the top priority.

Additional Comments:

60. Participating in District and School Initiatives

Unsatisfactory(1)	Developing (2)	Effective (3)	Exemplary (4)
Unaware of or fails to engage in district and school initiatives.	Aware of the district's and school's initiatives, but does not fully participate accordance to his or her talents and availability.	Aware of the district's and school's initiatives and participates in them in accordance to his or her talents and availability.	Recognized as a leader in helping others with this activity.

Additional Comments:

Additional Principal Comments _____

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Teacher Comments _____

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Principal Signature   Date

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Teacher Signature   Date

References

Marzano, R. J. (2008). *The art and science of teaching.* Alexandria, VA: Association for Supervision
    and Curriculum Development.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.*
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