



2018-2019 Final Evaluation Report for Teachers

Name: _____ Date: _____ Assignment: _____

Building: _____ Evaluator/Title: _____

Overall Rating for 2018-19

Highly Effective	Effective	Minimally Effective	Ineffective
Contract Recommendations for 2018-19			
Recommended for Continued Employment		Not Recommended for Continued Employment	
Status			
1 st yr Probation	2 nd Yr Probation	3 rd Yr Probation	4 th Yr Probation
Tenure Granted		Tenured Teacher	

2018-2019	Percent of Total Score	Domain Score	Final Score
Marzano-Standards-Based Planning	15%	____ X 0.15	
Marzano- Standards-Based Instruction	15%	____ X 0.15	
Marzano- Conditions for Learning	15%	____ X 0.15	
Marzano- Professional Responsibilities	15%	____ X 0.15	
Benchmark (DRA2, AIMSWeb, NWEA) (ELA & Math only)	20%* or 40%	____ x 0.2*	
Classroom, District, Local Assessments		____ x 0.4	
State Assessment Data (*Gr. 4-7 ELA & Math only)	20%*	____ x 0.2*	
Student Growth Percentile			
TOTAL	100%		

Rating	4. Highly Effective	3. Effective	2. Minimally Effective	1. Ineffective
Score	3.4 - 4.0	2.8 - 3.3	2.5 - 2.7	Less than 2.5

Standards-Based Planning

Planning Standards-Based Lessons/Units	Aligning Resources to Standard(s)	Planning to Close the Achievement Gap Using Data	Total Score ____ divided by ____ items scored
			Average Score

Standards-Based Instruction

Identifying Critical Content from the Standards	Previewing New Content	Helping Students Process New Content	Using Questions to Help Students Elaborate on Content	Reviewing Content	Helping Students Practice Skills, Strategies, and Processes	Helping Students Examine Similarities and Differences	Helping Students Examine Their Reasoning	Helping Students Revise Knowledge	Helping Students Engage in Cognitively Complex Tasks	Total Score ____ divided by ____ items scored
										Average Score

Conditions for Learning

Using Formative Assessment to Track Progress	Providing Feedback and Celebrating Progress	Organizing Students to Interact with Content	Establishing and Acknowledging Adherence to Rules and Procedures	Using Engagement Strategies	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom.	Communicating High Expectations for Each Student to Close the Achievement Gap.	Total Score ____ divided by ____ items scored
							Average Score

Professional Responsibilities

Adhering to School and District Policies and Procedures	Maintaining Expertise in Content and Pedagogy	Promoting Teacher Leadership and Collaboration	Total Score ____ divided by ____ items scored
			Average Score:

Student Achievement

Annual Demonstrated Growth – total class averages, up to 3 years of classes. In the event that a benchmark test does not exist for a grade level or content area, student achievement will be based entirely on local approved assessments.

Benchmark (DRA2, AIMSweb, NWEA)			
Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
80-100% of students show expected growth	50-79% of students show expected growth	40-49% of students show expected growth	>40% of students show expected growth

Classroom Assessment			
Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
80-100% of students show expected growth	50-79% of students show expected growth	40-49% of students show expected growth	>40% of students show expected growth

State Assessment- Student Growth Percentiles (SGP) for Gr. 4-7 ELA and Math			
<i>Research link - see page 12 of the "Assessing Student Growth Percentiles for Educators Evaluations" Technical Guide</i>			
Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
60th %ile and above	40-59th %ile	20-39th %ile	<20th %ile

Pre-Observation Conferences	
Post-Observation Conferences	
Post-Evaluation Conferences	
Observation/Walkthrough Dates	

Teacher Attendance Through	Days Absent:
----------------------------	--------------

Artifacts (teachers and/or administrators choose which ones to include):

Artifact	Observed	Comments	Artifact	Observed	Comment
Lesson Plans			Visual Representations		
Unit Plans			Use of Technology		
Pacing Guide/ Yearly Maps			Homework Procedures		
Learning Goals			Parent Communications		
Scales			Classroom Rules		
Formative Assessments			Classroom Routines		
Summative Assessments			Positive Behavior Supports		
Progress Tracking Procedures			Peer Observation		
Exemplars of Student Work			Surveys (Student or Parent)		
Teacher Website			Gradebook		
PD Log, Plans					

Comments:

Comments on 2018-19 Professional Growth Plan or Individual Development Plan:
Focus for 2019-20 Professional Growth Plan or Individual Development Plan:

Teacher Signature

Date

Evaluator Signature

Date

Evaluator Signature

Date

Evaluator Signature

Date

Standards-Based Planning

Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning target embedded in a performance scale and the impacts on student learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Helps others by sharing evidence of using data showing that each student (including English learners (EL), exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap and provides evidence of data showing that each student (including English learners (EL), exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.

Standards-Based Instruction

Identifying Critical Content from the Standards

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Use strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>Engages students in previewing activities that require students to access prior knowledge as it relates to the new content.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Helping Student Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>Systematically engages student groups in processing and generating conclusions about new content.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

		desired effect in student evidence at the taxonomy level of the critical content.		
--	--	---	--	--

Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>Uses a sequence of increasingly complex questions that require students to critically think about the content.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>Engages students in a brief review of content that highlights the cumulative nature of the content.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of critical content.</p>	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<p>Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

		majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.		
--	--	---	--	--

Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed is displayed in the majority of student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Conditions for Learning

Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in a majority of students.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

		are displaying the desired effect.		
--	--	------------------------------------	--	--

Organizing Students to Interact with Content

Focus Statement: Teacher organizes students in appropriate groups to facilitate the learning of content.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Organize students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on evidence, implements adaptations to achieve the desired effect by more than 90% of the students.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Professional Responsibilities

Adhering to School and District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Helps other by sharing evidence of how to support school and district policies and procedures.	Adheres to school and district policies and procedures and articulates how they adhere to school and district policies and procedures.	Adheres to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Makes no attempt to adhere to school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Help others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.	Continually deepens knowledge in content and classroom instructional strategies and provides evidence of developing expertise in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Attempts to deepen knowledge in content area and classroom instructional strategies.	Makes no attempt to deepen knowledge in content area and classroom instructional strategies.

Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration and provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Promotes teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Makes no attempt to promote teacher leadership and a culture of collaboration.

