



SAMPLE EVALUATION

This PDF demonstrates the following components of an evaluation:

Points to look for (2 pages)

This data collection document is used to take into classrooms to focus observations.

Questions to ask (1 page)

This data collection document is used to guide interviews of teachers.

Progress Report (2 landscape pages)

This document summarizes scores from both evaluations of Bea Teacher—showing growth on specific objectives and where growth did not occur.

Initial Evaluation (10 pages)

This is the evaluation document. It is printed out to be shared with the teacher. It is also retained on the website. When re-evaluation occurs it tells the evaluator not only the objectives that were previously evaluated, but the score given on each. This is the initial evaluation. The re-evaluation can also be printed out. It looks the same except the scores (and the underlining) are different.

Profile Name: Bea Teacher2

Evaluation Date: 2011-11-15

Evaluation Title: Demo initial Evaluation

Evaluator: Director

Objectives (29)

2) Can teacher stand next to each student? _____, Can teacher easily reach all students' side? _____

3) Are preplanned consequences in place? _____, Known to students? _____, Delivered calmly? _____, Efficiently? _____, Assertively? _____

6) Are responses to off-task or inappropriate behavior respectful? _____

7) Does teacher express expectations for learning? _____, For work completion? _____, For neat work? _____

12) Count of positive reinforcements of behavior _____ vs. count of behavior corrections _____

13) Was the teacher's response to off-task behavior quick? _____, Did it effectively reduce the off-task behavior? _____ Do students wait to be called on before speaking? _____, Do students track with their finger while others read? _____

14) Teacher's positive reinforcement affected behavior for the good student? _____, For peers around the student? _____

17) Does the teacher mark student answers while they work? _____, Does the teacher reinforce correct answers? _____ Does the teacher keep moving so as to check all the students? _____

18) Does the teacher motivate students to work quickly? _____, Are time limits set? _____, Are fast workers recognized? _____, Is time called before all students finish? _____

23) Transitions are smooth? _____ Quick? _____ Orderly? _____ Well rehearsed? _____

32) Remediation of weak skills from prior assessments occurs during observation? _____ Remediation activities are effective? _____ Students are learning? _____

37) Pre-corrects when needed to keep success high? _____

38) Scaffolds in various ways when needed to keep success high? _____

40) Directions are careful, complete, clear, explicit, no room for misunderstanding? _____ Or teacher clarified confusions? _____ Efficiently? _____

41) Teacher asks frequent questions? _____ Student understanding is clearly demonstrated? _____ Students are motivated to show what they know? _____ Teacher focuses on all students being able to answer? _____ In their own words? _____

42) Teacher gives enough think time? _____ Varied according to task and mastery? _____ Adjusted for previously incorrect responses? _____

45) Calls on non-volunteers? _____ System to make it random? _____ Students aware of it? _____ Students appear

to expect to be called on? _____

46) Rate of student engagement over 90%? _____ Between 75% and 90%? _____ Below 75%? _____

50) All oral errors were corrected smooth? _____ Quick? _____ Effective? _____

53) Provides re-teaching? _____ At start of lesson? _____ With goodbye list? _____ Does part firming? _____ Engages students in re-learning goals? _____

59) How does teacher actively engage students? _____ Students are motivated to engage? _____ Teacher monitors engagement and changes? _____

60) Teacher provides enough guided practice so that students don't need much individual help? _____

63) Shares scoring criteria (rubrics) with students? _____ Used in class? _____ Students can self-evaluate using rubric? _____ Students are motivated to improve? _____

Profile Name: Bea Teacher2

Evaluation Date: 2012-05-15

Evaluation Title: Demo Re-Evaluation

Evaluator: Director

Objectives (29)

21) How do you use your walls to motivate students? _____ Thermometer charts? _____ Other awards? _____ Do students show pride in these displays? _____ Are they motivated by them? _____

28) Do you print program tests out in advance? _____ Familiar with what's going to be tested? _____ How do you change your teaching emphasis to prepare students for tests? _____

29) Can you show where you have analyzed test and checkout data for error patterns? _____ Have you prepared analyses without prompting? _____ Shared analyses? _____ Distinguished whole class from small group remediation needs? _____ In math, does your analysis separate fact errors from conceptual errors? _____ Does your analysis result in pinpointing the most efficient remedies? _____ Do you begin the remedies without prompting? _____ Are your remedies effective? _____

32) Have you made any remediation plans? _____ How do you fit remediation into your lessons? _____

Progress Report for Bea Teacher2 (teacher@gmail.com)

Objective Name	Demo initial Evaluation 2011-11-15	Demo Re-Evaluation 2012-05-15
02. Enables access to all students through room arrangement.	1	3
03. Preplans mild consequences for misbehavior.	3	4
06. Responds respectfully to inappropriate behavior.	2	3
07. Explicitly conveys academic expectations	2	2
12. Provides mostly positive feedback on behavioral expectations.	3	4
13. Effectively corrects misbehavior.	1	3
14. Motivates effectively with positives.	1	2
17. Monitors accuracy of student work while students are working.	3	3
18. Motivates students to work at a quick pace.	1	2
21. Uses classroom space to motivate students.	3	5
23. Manages efficient transitions.	3	4
28. Examines program assessments in advance.	1	2
29. Analyzes math tests for error patterns.	2	3
32. Makes remediation plans.	2	3
37. Pre-corrects when needed to insure success during lesson.	3	3
38. Scaffolds to ensure success remains high during lesson.	2	3
40. Gives clear directions.	1	2
41. Asks frequent questions.	2	3
42. Controls think time to engage all students.	2	3
45. Calls on students randomly.	1	3
46. Maintains a high rate of student engagement.	2	3
50. Corrects errors effectively.	3	3
53. Provides re-teaching.	1	2

59. Maximizes active student participation.	3	3
60. Provides enough guided practice to ensure student mastery.	2	3
63. Shares scoring criteria (rubrics) with students.	1	3
77. Adequately documents report card grades.	2	3
87. Exhibits professional demeanor.	5	5
91. Is punctual.	3	4

Profile Name: Bea Teacher2

Evaluation Date: 2011-11-15

Evaluation Title: Demo initial Evaluation

Evaluator: Director

Objectives (29)

02. Enables access to all students through room arrangement.

Description: Classrooms must have aisles so the teacher can stand next to every student to monitor effectively. Other than the ability to see the board at the front of the room, there is nothing more important to accomplish with the room arrangement than ready access to every student. In addition, an optimal room arrangement makes it possible for the teacher to readily reach all parts of the room.

Type: In Class

5) Excellent: Teacher can stand next to all students, can easily reach all parts of the room and does so during whole group lessons.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Classroom arrangement makes it possible for the teacher to stand next to all students.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Classroom arrangement interferes with access to some students.

0) Not Scored

03. Preplans mild consequences for misbehavior.

Description: When students choose to ignore the teacher's expectations, there should be mild, pre-planned consequences as determined in the teacher's behavior plan. As much as appropriate, these consequences should be consistent and delivered in an efficient and assertive manner so that instructional time is not wasted and inappropriate behavior decreases.

Type: In Class

5) Excellent: Consequences are clearly known to students, consistent, pre-planned and always delivered in an efficient and assertive manner.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Consequences are generally pre-planned and known to students, and usually delivered in a relatively efficient manner.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Consequences are unplanned, unpredictable and may be lengthy or disruptive to the lesson.

0) Not Scored

06. Responds respectfully to inappropriate behavior.

Description: When students fail to meet expectations, consequences should be delivered in a calm, respectful, matter-of-fact manner. Students should not be yelled at nor should the teacher engaged in lengthy verbal reprimands which become embarrassing or disrespectful of students.

Type: In Class

5) Excellent: Consequences and other responses to inappropriate behavior are consistently respectful and delivered in a quick, calm and assertive manner.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Consequences and other responses to inappropriate behavior are respectful and usually delivered in a calm manner.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Responses to inappropriate behavior are often limited to verbal reprimands and can sometimes be emotional, hurtful, disrespectful or embarrassing.

0) Not Scored

07. Explicitly conveys academic expectations

Description: Teachers are expected to convey academic expectations for their students and to follow through with reinforcement designed to support achievement of expectations. Expectations should be expressed explicitly ahead of time and explain what the students should be able to do. Students who are meeting expectations, should be consistently recognized—and should name the behavior they are doing that is good.

Type: In Class

5) Excellent: Academic expectations are explicitly stated, persistently conveyed, positively reinforced, and consistently met.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Academic expectations are expressed, generally enforced and positively reinforced.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Academic expectations may be implied but are not expressed, are confusing, or inconsistent.

0) Not Scored

12. Provides mostly positive feedback on behavioral expectations.

Description: Teachers are expected to provide feedback, as frequently as needed, to their students based on how well they are following behavioral expectations. Corrective feedback on inappropriate behavior is based on occurrences of off-task behavior—given as often as students disrupt or get off task. Positive recognition and praise should increase in frequency so that it occurs at least three times as often as the needed corrective feedback.

Effective feedback increases the desired behavior and decreases the inappropriate behavior.

Type: In Class

5) Excellent: The teacher gives lots of clear, motivating feedback when students meet behavioral expectations with the preponderance (3:1) being positive.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: The teacher generally gives positive feedback to students who are meeting behavioral expectations.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Students are given little or no positive feedback for meeting behavioral expectations.

0) Not Scored

13. Effectively corrects misbehavior.

Description: Teachers are expected to intervene effectively to correct misbehavior that disrupts or interferes with instruction. Effective corrections either decrease or eliminate the misbehavior over time—while increasing desired behaviors such as participation. Examples: not following along, not tracking with finger, not chorally answering, not doing work, calling out, not staying in seat, etc. The best teachers are able to correct misbehaviors without losing instructional time or creating unpleasant side effects in the classroom atmosphere.

Type: In Class

5) Excellent: Teacher effectively corrects any misbehaviors (they go down in frequency) and does so quickly while keeping instruction going and the tone positive and upbeat.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Teacher generally intervenes effectively to correct misbehavior (it goes down in frequency) that disrupts instruction.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Teacher's efforts to correct misbehavior are ineffective (make little difference) or are disruptive to instruction.

0) Not Scored

14. Motivates effectively with positives.

Description: Teachers who are frequently and skillfully using praise and reinforcement are able to consistently motivate children to do their best. When students are motivated by the teacher's positive interactions it is clearly observable in the classroom. Teachers are expected to develop the ability to affect their students positively with praise and recognition.

Type: In Class

- 5) Excellent: Students are consistently and clearly motivated by the positive praise and reinforcement from the teacher. They show that they want more praise.
- 4) Sometimes excellent but not yet consistently.
- 3) Satisfactory: Students are somewhat affected by positive praise and reinforcement from the teacher most of the time.
- 2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Positive praise and reinforcement from the teacher is seldom noticed by students or doesn't affect their behavior.

- 0) Not Scored

17. Monitors accuracy of student work while students are working.

Description: Actively monitoring the accuracy of students' answers during independent work can keep students motivated to be accurate in seatwork. The teacher should circulate around the room, carrying the answer key and marking student work. The teacher should be noting student errors, prompting students to be careful, and reinforcing and praising right answers.

Type: In Class

- 5) Excellent: Teacher circulating, checking students' written work for accuracy, praising and motivating students to do excellent work.
- 4) Sometimes excellent but not yet consistently.
- 3) Satisfactory: Teacher circulating and looking at student work, but not carefully checking the accuracy of student work with the answer key or not effectively motivating students' academically correct responses.**
- 2) Sometimes satisfactory but not yet consistently
- 1) Unsatisfactory: Teacher sitting or standing in one place, or working with individual students, or not checking answers using the answer key.

- 0) Not Scored

18. Motivates students to work at a quick pace.

Description: Teachers are expected to ensure that students stay on task and work quickly during independent work, so as not to waste valuable class time. Teachers should be actively monitoring to see that all students are engaged, set time limits, and set a pace for efficient completion of independent work. The time allowed for independent work should not be set by the slowest students in the room, but should require them to pick up their pace or finish the work on their own time.

Type: In Class

- 5) Excellent: Teacher is actively monitoring while students are working and effectively motivates them to work quickly, stay on task and finish their work within the time limits set. Time is routinely called before the slowest students have finished.
- 4) Sometimes excellent but not yet consistently.
- 3) Satisfactory: Teacher actively monitors while students are working and encourages them to stay on task and work quickly. Students are generally on task. Time limits are sometimes set but not always followed.
- 2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Teacher does not actively monitor or doesn't set time limits or fails to get students to work quickly or stay on task throughout independent work periods.

0) Not Scored

21. Uses classroom space to motivate students.

Description: Teachers are to actively promote student motivation to do well in class. Systematic ways of reinforcing excellence in academics should be visible on classroom walls such as thermometer charts, posting of excellent student work, grades, awards, 90% clubs, celebrations and recognition of various forms should be in place. Especially important in classes in which not all students are intrinsically motivated.

Type: Out of Class

5) Excellent: Student work and awards are in evidence and are effective in motivating and engaging students regarding what is on display.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Student work is posted and some other awards or recognition such as thermometer charts are in evidence.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Little or no evidence of systematic motivation or student work posted on walls.

0) Not Scored

23. Manages efficient transitions.

Description: Teachers are expected to teach procedures for transitions within the classroom. These should be practiced until they are learned. Transitions should be monitored closely by the teacher, providing praise and evaluation, until they are smooth and efficient. Praising and recognizing students for quick and quiet transitions results in students who are proud of their good transitions.

Type: In Class

5) Excellent: Transitions are smooth, quick, orderly and show signs of being rehearsed (don't require prompting or reminders)—and are a source of pride for students.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Transitions are evident but may not be very smooth, orderly or efficient. Although some structure shows, procedures require prompting or reminders.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Transitions are disorganized, chaotic or time-consuming.

0) Not Scored

28. Examines program assessments in advance.

Description: Assessments must be examined in advance for all subjects that have mastery tests built into the materials. Assessments should inform and drive instruction—guided practice and independent practice should align with the upcoming assessment. The teacher should look ahead, print out and study tests as part of preparation for the lessons in which those skills are taught.

Type: Out of Class

5) Excellent: Teacher has printed out or studied upcoming assessments and modifies teaching to ensure that students are ready for the test.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Assessments are usually examined ahead of the time they are given, effort is evident to help students achieve mastery on the items in the test.

2) Sometimes satisfactory but not yet consistently

1) Unsatisfactory: Assessments are not examined in advance and/or students are not prepared and mastery is not assured.

0) Not Scored

29. Analyzes math tests for error patterns.

Description: Teachers are expected to analyze math test data to look for error patterns. Teachers should be able to distinguish which objectives were not learned well enough. Teachers should be able to distinguish errors which call for whole class remediation from those for individuals. Teachers should be able to distinguish fact errors from concept errors in math. The best teachers are able to use error analysis to pinpoint instructional remedies that are efficient and effective so that student progress is not slowed.

Type: Out of Class

5) Excellent: Test data are analyzed for error patterns without prompting. Teacher can explain exactly what errors need to be addressed and which do not. Teacher consistently begins effective remedies without prompting.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Teacher is able to analyze test data for error patterns when prompted to do so. Teachers is able and willing to carry out remedies provided in the teaching materials and remedies suggested by others. Occasionally is able to plan remedies without assistance.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Teacher is unable to analyze test data without assistance. Teacher is unable to carry out remedies without help and/or fails to do so.

0) Not Scored

32. Makes remediation plans.

Description: Teachers are responsible to plan for their students' academic progress including accessing all available resources to move students forward. Teachers should have plans for how to assist students who are not successfully learning objectives in class. Plans could involve remedies from teacher materials or other forms of re-teaching, extra part-firming, small group remediation and other techniques.

Type: In Class, Out of Class

5) Excellent: Lesson plans consistently include plans of effective strategies to assist struggling students, which can be observed to work in class and the teacher can explain them.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Lesson plans generally show evidence of remediation plans for students who are struggling which can sometimes be seen in class and/or the teacher can articulate the plan.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Lesson plans do not generally show remediation plans and/or remediation is not observed in class and/or the teacher does not have concrete or specific strategies for how to help struggling students.

0) Not Scored

37. Pre-corrects when needed to insure success during lesson.

Description: Teachers who are skillful can anticipate where students may make errors, or fail to follow directions. They are then able to provide pre-correction that will remind students how to behave or how to do a task just before being asked to do it. The pre-correction enables student success, which should be followed by praise. The students are engaged in remembering so that pre-correcting can be stopped as soon as possible.

Type: In Class

5) Excellent: Teacher is able to anticipate errors or misbehaviors and pre-corrects when needed to ensure student success. Students are tasked with remembering and the pre-correction is removed as soon as possible.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Teacher sometimes provides pre-corrections, but misses opportunities or may fail to eliminate the pre-correction or engage the students in the job of remembering on their own.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Teacher rarely use pre-correction in situations where it is needed.

0) Not Scored

38. Scaffolds to ensure success remains high during lesson.

Description: Teachers are expected to ensure that students experience a high level of success as measured by student responses to questions. If students are experiencing difficulties the best teachers know how to provide scaffolding to assist students temporarily to continue to succeed. Scaffolding can include such techniques as breaking the task into smaller parts, providing hints or extra structure that enable students to answer correctly.

Type: In Class

5) Excellent: Teacher skillfully and immediately intervenes to provide scaffolding if the level of success drops in any part of the lesson.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Teacher usually eventually intervenes to provide scaffolding if success level drops.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Teacher allows success levels to fall below 70% first time correct without providing scaffolding to improve success.

0) Not Scored

40. Gives clear directions.

Description: Teachers are expected to focus effort on providing clear directions with adequate details, especially when giving assignments or instruction. Teachers are expected to check for student understanding of directions and procedures and if there is confusion to provide clarification. Asking students to do tasks when they are unclear or confused is not acceptable.

Type: In Class

5) Excellent: Directions and procedures are always clear and contain appropriate levels of details. Teacher consistently checks to be sure directions are fully understood before proceeding with the task.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Directions and procedures are generally clear or are clarified after the fact if there is confusion.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Directions or procedures are confusing to students or the teacher does not check for understanding consistently.

0) Not Scored

41. Asks frequent questions.

Description: Teachers are expected to frequently ask questions such that students are able to actively participate successfully. Teachers are expected to constantly engage the students in a variety of questions and discussion. Even in scripted programs there is often a need for additional questions.

Type: In Class

5) Excellent: Teacher is constantly questioning and engaging students in interactions—which may be above and beyond the questions in the script. Focus of instruction is on encouraging students to understand and articulate the lesson objectives. Students are motivated to learn and show what they know.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Teacher asks frequent questions and works to engage students in interactions. Teacher checks for understanding enough to know if students are learning. Efforts are made to encourage active participation and to motivate students.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Teacher does not ask any questions not written in the script or does not ask frequent questions or doesn't ask enough questions to be certain if students have learned the lesson objective. Teacher may not be engaging or motivating student achievement with questions.

0) Not Scored

42. Controls think time to engage all students.

Description: Teachers carefully monitor the amount of think time, or wait time, they give between asking questions and accepting answers—so that all students have time to correctly formulate answers. Taking answers from the first students who call-out or raise their hands discourages the other students from formulating an answer of their own.

Type: In Class

5) Excellent: Think time always is adequate and is consistently varied according to task and level of student mastery. Time is given for all students to formulate answers.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Think time provided, but may not be adjusted/varied according to task and level of student mastery.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Adequate think time is not consistently provided.

0) Not Scored

45. Calls on students randomly.

Description: Teachers call randomly on all students rather than accepting answers from volunteers. Some systematic way to ensure turns are distributed evenly and randomly can be observed.

Type: In Class

5) Excellent: System of distributing turns is clear and consistent enough that students are all engaged and ready to be called upon randomly all the time.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Teacher attempts to distribute turns to all students or uses some means of calling on other than volunteers. Most students are engaged.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Teacher accepts answers from call-outs or volunteers, does not show evidence of a plan to randomly call on or engage all students. A number of students are disengaged.

0) Not Scored

46. Maintains a high rate of student engagement.

Description: Teachers are expected to maintain high rates of student engagement, with the goal to be at or above 90%, meaning no more than two or three students are off-task at a time.

Type: In Class

5) Excellent: Active student engagement rates consistently above 90% (no more than two or three in a class off-task) and students evidence motivation by in-class behavior.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Student engagement rate between 75% and 90% (no more than 4 to 8 students off-task at a time).

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Student engagement below 75% (one-fourth of the class is off task at a time).

0) Not Scored

50. Corrects errors effectively.

Description: Teachers are expected to correct all student errors during instruction. Error corrections should clearly lead to students giving the correct answer. Teachers should use error corrections that are specified in scripted programs—for example comprehension errors are different from decoding errors.

Type: In Class

5) Excellent: All student errors are immediately corrected using appropriate and especially effective correction procedures. The teacher can vary the correction procedure so that it is effective. Students benefit from the corrections

so that they don't repeat the errors.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: All student errors are corrected using some correction procedure—which are usually effective.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Errors are not effectively corrected so students continue making the errors.

0) Not Scored

53. Provides re-teaching.

Description: Teachers should show evidence of responding to student difficulties by using remedies, re-teaching, part-firming, small group remediation and other techniques as needed to ensure high levels of student mastery.

Type: In Class

5) Excellent: Teacher effectively uses a variety of re-teaching techniques to address student learning difficulties such as scripted remedies, strategic review, part firming, delayed tests and small group remediation. Students are aware of and motivated to master difficult objectives.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Teacher uses a variety of re-teaching techniques to address student learning difficulties. Students are somewhat engaged in attempting to master difficult objectives.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Teacher generally does not do re-teaching or provide a differentiated response to student learning difficulties. Students are not engaged in overcoming learning difficulties.

0) Not Scored

59. Maximizes active student participation.

Description: Throughout instruction teachers are expected to maximize active student participation through a variety of techniques such as peer sharing, choral answers, thumbs up polling, individual white boards, written answers and other means.

Type: In Class

5) Excellent: A variety of methods of active student participation are consistently in evidence in each lesson, students are constantly engaged and motivated to be so all the time.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Efforts are being made to develop wider student participation, but may not have variety, be consistent or be motivational.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Few efforts beyond what is scripted to promote active student engagement, often accepting answers from a small number of students.

0) Not Scored

60. Provides enough guided practice to ensure student mastery.

Description: Teachers are expected to provide a great deal of guided practice during lessons. Guided practice assists students in getting correct answers as they begin to master the learning objectives. Guided practice is characterized by students attempting to perform the task while the teacher provides whatever help is needed to get it right. As long as students remain successful, the amount of assistance decreases as fast as possible. Student responses are treated as assessments and inform the instruction.

Type: In Class

5) Excellent: A variety of forms of guided practice are provided which consistently engage the students, develop skill efficiently, and lead to student mastery and confidence.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Guided practice is consistently provided which engages students and leads to student mastery.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Guided practice is inconsistently provided or is ineffective or confusing.

0) Not Scored

63. Shares scoring criteria (rubsrics) with students.

Description: Teachers are expected to share their scoring criteria for student work so that students are clear on what is expected. Students should be taught enough about the rubric or scoring criteria to be able to score and evaluate their own work. This is a prerequisite if students are going to be able to improve. The best teachers not only communicate assessment criteria and standards to students, but also engage and motivate them in improving themselves.

Type: In Class

5) Excellent: Continuous monitoring and communication of clear assessment criteria and standards motivate students to review and improve their progress.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Assessment criteria and standards are monitored and communicated to the students.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Assessment criteria are unclear or not clearly communicated to students. Monitoring of assessment criteria rarely occurs.

0) Not Scored

77. Adequately documents report card grades.

Description: Teachers collect and retain objective evidence for report card grades so these can be explained if needed. Teachers provide extra documentation, comments and explanation for low and failing grades.

Type:

5) Excellent: Report card grades are supported by many scores in the grade book and are rarely a surprise to students or parents. Low grades are few in number, not a surprise, have clear documentation, are preceded by warnings at interim reports and other attempts to improve grades.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Report card grades are supported by many scores in the teacher's grade book. Low grades include comments or explanations, have clear documentation and are preceded by warnings at interim reporting periods.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Report card grades have limited or confusing documentation or low grades are not explained or have not been preceded by warnings in interim reports.

0) Not Scored

87. Exhibits professional demeanor.

Description: Teachers are expected to exhibit professional behavior which does not create or contribute to difficult interpersonal relations. The best teachers are able to make difficult interpersonal situations better.

Type:

5) Excellent: Teacher's always exhibits highly professional behavior and can be relied upon to make difficult interpersonal situations better.

4) Sometimes excellent but not yet consistently.

3) Satisfactory: Teacher generally exhibits professional behavior and rarely creates or contributes to difficult interpersonal situations.

2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Teacher sometimes exhibits unprofessional behavior or creates problems and difficult interpersonal situations.

0) Not Scored

91. Is punctual.

Description: Teachers are expected to meet punctuality expectations and comply with punctuality policies and procedures. The best teacher often arrive well before the required time to be at school.

Type:

- 5) Excellent: Punctuality is exemplary—usually arriving before required and complies with all punctuality policies.
- 4) Sometimes excellent but not yet consistently.

3) Satisfactory: Punctuality meets expectations and complies with punctuality policies and procedures.

- 2) Sometimes satisfactory but not yet consistently.

1) Unsatisfactory: Frequently late or fails to comply with punctuality policies and procedures.

0) Not Scored