 Huron Intermediate School District

#  Teacher Evaluation Report

 Based on multiple administrator observations. Teacher Evaluation Rubric (Form C) provides an explanation of evaluation criteria.

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| **Teacher’s Name** | **Title** |
| **Evaluator’s Name** | **Title** | **School Year** |
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| *Instructions: Effectiveness shall be rated as shown below for each indicator:*  4 = Highly Effective 3 = Effective 2 = Minimally Effective 1 = Ineffective N/O = Not Observed |
| **Domain 1. Planning and Preparation *Rating***  | **Domain 3. Instruction  *Rating*** |
| ***1a. Content and Pedagogy*** |  | ***3a. Communicating with Students*** |  |
| Knowledge of content and structure of the discipline; Knowledge of prerequisite relationships; Knowledge of content-related pedagogy | Expectations for learning; Directions for activities; Explanations of content; Use of oral and written language |
| ***3b. Using Questioning and Discussion Techniques*** |  |
| ***1b. Demonstrating Knowledge of Students*** |  | Quality of questions and prompts; Discussion techniques; Student participation |
| Knowledge of child and adolescent development; Knowledge of the learning process; Students’ skills, knowledge, and language proficiency; Knowledge of students’ interests and cultural heritage; Knowledge of students’ special needs |
| ***3c. Engaging Students in Learning*** |  |
| Activities and assignments; Grouping of students; Instructional materials and resources; Structure and pacing |
| ***1c. Setting Instructional Outcomes*** |  | ***3d. Using Assessment in Instruction*** |  |
| Value, sequence, and alignment; Clarity; Balance; Suitability for diverse students | Assessment criteria; Monitoring of student learning; Feedback to students; Student self-assessment and monitoring of progress |
| ***1d. Demonstrating Knowledge of Resources*** |  | ***3e. Demonstrating Flexibility and Responsiveness*** |  |
| Resources for classroom use; Resources to extend content knowledge and pedagogy; Resources for students | Lesson adjustment; Response to students; Persistence |
| **Domain 4. Professional Responsibilities *Rating*** |
| ***1e. Designing Coherent Instruction*** |  | ***4a. Reflecting on Teaching*** |  |
| Learning activities; Instructional materials and resources; Instructional groups; Lesson and unit structure | Accuracy; Use in future teaching |
| ***4b. Maintaining accurate records*** |  |
| ***1f. Designing Student Assessments*** |  | Student completion of assignments; Student progress in learning; Non-instructional records |
| Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use for planning |
| ***4c. Communicating with Families*** |  |
| **Domain 2. The Classroom Environment *Rating*** | Information about the instructional program; Information about individual students; Engagement of families in the instructional program |
| ***2a. Creating Environment of Respect and Rapport*** |  |
| Teacher interactions with students, words and actions;Student interactions with other students, words and actions | ***4d. Participating in the Professional Community*** |  |
| Relationships with colleagues; Involvement in a culture of professional inquiry; Service to the school; Participation in school and district projects |
| ***2b. Establishing a Culture for Learning*** |  |
| Importance of content and learning; Expectations for learning and achievement; Student pride in work |
| ***4e. Growing and Developing Professionally*** |  |
| ***2c. Managing Classroom Procedure*** |  | Enhancement of content knowledge and pedagogical skill; Receptivity to feedback from colleagues; Service to the profession |
| Management of instructional groups; Management of transitions; Management of materials and supplies;Performance of classroom routines; Supervision of volunteers and paraprofessionals |
| ***4f. Showing Professionalism*** |  |
| Integrity and ethical conduct; Service to students; Advocacy Decision making; Compliance with school and district regulations |
| ***2d. Managing Student Behavior*** |  |
| Expectations; Monitoring of student behavior; Response to student misbehavior |
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| ***2e. Organizing Physical Space*** |  |
| Safety and accessibility; Arrangement of furniture and use of physical resources |
| Based on Charlotte Danielson’s Framework for Teaching Evaluation Instrument (2013). [www.danielsongroup.org](http://www.danielsongroup.org). Used with permission for schools within Huron ISD. |

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| **Teacher’s Name** | **Evaluator’s Name** |
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| **Student Growth Evidence**: 🞏 District and/or Teacher-provided Documentation Attached | **Summary Statement**  |
| **Attendance**:🞏 Attendance Record Attached |
| **Teacher Disciplinary Record**:🞏 Disciplinary Action on File |
| **Accomplishments and Contributions Above Normal Expectations**:🞏 Teacher-provided Documentation Attached | **Recommendation(s)**  |
| **Non-required but Relevant Special Training**:🞏 Teacher-provided Documentation Attached |
| **Additional Documents Attached**: (Please list)🞏 Teacher-provided Self-Evaluation Attached |
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| **Overall Rating:** |  ❑ Highly Effective | ❑ Effective | ❑ Minimally Effective | ❑ Ineffective |
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| Teacher’s Signature | Date | Evaluator’s Signature | Date |
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| *Signature indicates completion of the evaluation process—not necessarily consensus* |
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