



Teacher Evaluation

School:	Evaluator:
Teacher:	Date:
# Years:	Certification Areas:
Subjects Teaching:	License Expiration Date:

Evaluation Overview		
<i>Domains</i>	Score Possible	Score Received
<i>I. Planning</i>	70	
<i>II. Teaching Strategies</i>	45	
<i>III. Assessment and Evaluation</i>	40	
<i>IV. Learning Environment</i>	25	
<i>V. Professional Growth/Professionalism</i>	45	
<i>VI. Communication</i>	10	
Total	235	
Evaluators Comments:		

Performance Level Guide			
Below Expectations	Meeting Expectations	Above Expectations	
0-116	117-187	188-265	

Teacher Performance Level: _____

Domain I: Planning

Indicator A: Establishes appropriate instructional goals and objectives

Earned Score	Performance Level A- (0-2 Pts)	Performance Level B- (2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
<input type="checkbox"/>	1. The textbook and the curriculum drive goals and objectives with some attention to students' needs and achievement.	1. Goals and objectives are generally determined by the assessment and evaluation of the class as a whole.	1. Instructional goals and objectives are clearly aligned. And referenced to the content standards and state performance indicators.
<input type="checkbox"/>	2. Alignment with academic content standards and state performance indicators are incidental.	2. Attempts are made to align goals and objectives with academic content standards and state performance indicators.	2. Decisions regarding the breadth, depth, and sequencing of the content are made using the academic content standards with the prioritization of the state performance indicators.
<input type="checkbox"/>	3. Goals and objectives are taken from the textbook with minimal attention to students' developmental levels.	3. The teacher focuses on key concepts of the content with some attention to a developmental sequence of goals appropriate for all students.	3. A logical, clear, and appropriate connection exists between the goals and objectives and the developmental characteristics of all students. Goals and objectives are differentiated based on developmental levels of students.
<input type="checkbox"/>	4. Recall and comprehension are the primary levels of understanding in the planning of goals and objectives.	4. Goals and objectives for students to engage in higher levels of thinking are planned occasionally.	4. Goals and objectives provide for deliberate skill development in the higher order thinking processes.

Indicator B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

Earned Score	Performance Level A- (0-2 Pts)	Performance Level B- (2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
<input type="checkbox"/>	1. Methods and activities that relate to the textbook are the primary guide for instructional planning.	1. The teacher designs whole class instruction using classroom assessment data.	1. The teacher designs instructional plans and evaluations based on state and classroom assessments.
<input type="checkbox"/>	2. Some consideration is given to student developmental levels.	2. Plans reflect developmental needs in short term learning but may not show connections to end of year indicators or benchmarks.	2. Instructional plans are aligned with state academic content standards and state assessments with developmental needs of students identified within the instructional plan.
<input type="checkbox"/>	3. Materials and methods are selected based on their relevance to instructional objectives and textbook.	3. There is some evidence of methods, activities, and materials that are research based.	3. The teacher develops instructional plans that include research based strategies, methods, activities, and materials that are age appropriate and aligned with content standards.
<input type="checkbox"/>	4. Student assessments and evaluations are generally designed for the whole class in an objective format for ease of scoring.	4. Student assessments and evaluations are generally designed in varied formats for the whole class, including but not limited to, multiple choice, matching, short answer, and essay.	4. Student assessments and evaluations are aligned to the goals and objectives and provide ample opportunity for students to demonstrate what they know.
<input type="checkbox"/>	5. Learning experiences provide opportunities for the integration of knowledge and skills from related subject areas.	5. Plans include carefully designed learning experiences that require the integration of knowledge and skills from related subject areas.	5. In addition to Performance Level B, the teacher designs inquiry assessments that require complex, higher order thinking across the content areas.
<input type="checkbox"/>	6. Materials and technology are chosen based on their relevance to the textbook. Community resources are not evidenced.	6. Materials and technology are chosen based on their relevance to the topic and support the achievement of goals and objectives. Community resources are occasionally used.	6. Materials and technology are carefully selected to facilitate, extend, and enrich student learning and achievement within the content area. Community resources are included in ways that are respectful of the community culture.



7. Includes instructional experiences relevant to students, real life, and student career pathways.

7. The teacher plans activities for students that are related to careers.

The teacher plans activities for students that are related to career pathways and are relevant to real life.

Curricular goals, students' experiences, and real life career choices are clearly imbedded within the instructional plans.

Indicator C: Adapts instructional opportunities for diverse learners.

Earned Score

Performance Level A- (0-2 Pts)

Performance Level B-(2.5-3.5 Pts)

Performance Level C- (4.0-5.0 Pts)



1. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals.

1. Physical adaptations are the primary consideration when designing content instruction for student learning.

1. Aggregated and disaggregated assessment data are used in the planning process to design lessons that accommodate group differences.

1. Aggregated and disaggregated state assessment data are supplemented with classroom assessments to design instruction to meet the diverse needs of all students.



2. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner.

2. Strategies and materials are selected for diverse group learning styles. Cognitive needs are addressed as they arise in the classroom. Modifications as directed on students' IEPs are implemented.

2. Differentiated content assignments are planned for students as appropriate. Recommendations on IEPs are correctly interpreted and appropriately implemented.

2. Plans are specifically designed to meet the needs for the whole class and all student groups. Learning experiences, as necessary, are tailored for individuals. IEPs are correctly interpreted and implemented to the fullest extent possible.



3. Plans and designs evaluations and assessments for diverse students.

3. Diverse learners are administered the same assessments and evaluations as the whole class with extra time allotted to students identified as having special needs.

3. Classroom assessments and evaluations are adapted for use with diverse learners.

Classroom evaluations and assessments are specifically designed to meet the needs of diverse learners.



Domain I Total Points

Domain II: Teaching Strategies

Indicator A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the co

Earned Score

Performance Level A- (0-2 Pts)

Performance Level B-(2.5-3.5 Pts)

Performance Level C- (4.0-5.0 Pts)



1. Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.

1. Students are provided access to definitions, examples, and explanations. Information given to students may have a few inconsistencies or errors.

1. The content is presented correctly. Definitions, examples, and explanations are chosen to encourage student understanding of concepts.

1. The teacher conveys the content correctly with coherence and precision, communicating key concepts linked to students' prior understanding and future learning.



2. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand.

2. The appropriateness of the pacing and the clarity of the presentation vary. Clarification occurs only when students ask questions.

2. Content is presented with connections to students' previous learning and the pacing is determined by the difficulty of the material.

2. The lesson is paced appropriately with multiple representations and explanations of the content to assure students' understanding.



3. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking.

3. Instructional activities, including questioning, primarily focus upon literal recall.

3. The teacher uses some activities and questioning that cause higher order thinking.

3. Activities, including higher order questioning, are used to develop higher order thinking processes.



4. Facilitates students in constructing their own understanding of the content in large group, small group, and independent settings, and provides specific, corrective feedback relevant to the task.

4. Instruction primarily occurs with the whole class, with general, nonspecific feedback from the teacher.

4. Students are provided opportunities for small group interaction to make the subject matter meaningful, with feedback focused on the whole class.

4. The role of the teacher varies in the instructional process (i.e. instructor, facilitator, coach, audience) according to the content and purposes of instruction and the needs of students; feedback is immediate and specific.



5. Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.

5. The use of technology is treated as a separate class or separate skill.

5. Technology is used as a supplement to the lesson in the classroom, but is not imbedded in the lesson.

5. Technology to facilitate student learning is integrated into the lesson.

Indicator B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

Earned Score

Performance Level A- (0-2 Pts)

Performance Level B-(2.5-3.5 Pts)

Performance Level C- (4.0-5.0 Pts)

<input type="checkbox"/>	1. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education.	1. Students are provided with activities that are related to the content but may not be connected to real world experiences.	1. Practice and review activities reinforce students' learning through linkages with other learning. Developing employability skills is emphasized as important for all grade levels.	1. The teacher relates the content to students' prior knowledge, experiences, and backgrounds through strategies that foster student ownership of the work. Emphasis is given to dependability, positive disposition toward work, cooperation, adaptability, and self-discipline.
<input type="checkbox"/>	2. Promotes positive intellectual interactions among students and teacher through instructional experiences that result in student investigation of theories, facts, and options related to the content areas.	2. The methods and activities used by the teacher emphasize recall and rote drill without attention to the development of higher order thinking processes.	2. Methods and activities center on recall, comprehension, and application of the content, with some attention to higher order thinking processes.	2. The teacher creates instructional scenarios that focus on developing higher order thinking skills required in the modern workplace such as problem-solving and decision-making.
<input type="checkbox"/>	3. Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.	3. The classroom is teacher-centered with minimum student participation. Student activities are completed independently as silent seatwork.	3. Students are encouraged to interact with the teacher and other students through planned activities for sharing knowledge and developing perspectives.	3. In addition to Performance Level B, the teacher organizes and monitors differentiated, independent, and group work that allows for full and varied participation of all students.
<input type="checkbox"/>	4. Communicates the content of students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners.	4. Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles.	4. The teacher uses some strategies that are research based and there is evidence of attempts to differentiate instruction for diverse learners.	The teacher provides differentiated tasks to meet the varied learning styles and needs of students. An understanding of the concepts, tools of inquiry, and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement.

Domain II Total Points

Domain III: Assessment and Evaluation

Indicator A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructions

Earned Score	Benchmarks	Performance Level A-(0-2 Pts)	Performance Level B-(2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
<input type="checkbox"/>	1. Aligns classroom assessments with state performance indicators and grade level accomplishments.	1. Classroom assessment is used to document student achievement and to measure student learning at the end of units of study. Alignment with state performance indicators is not evidenced.	1. Classroom and state assessments are used to make instructional decisions in the course of study, but are not aligned with each other.	1. Classroom assessments are aligned with state performance indicators and grade level accomplishments, with students provided classroom assessment items written in formats similar to state assessment items.
<input type="checkbox"/>	2. Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.	2. Student mastery of content is determined through teacher-developed tests for the class as a whole.	2. Teacher developed tests and state assessments are used to determine mastery of content for the class as a whole and for diverse groups.	2. Multiple classroom evaluations and assessments and formal state assessments provide ample and varied opportunity for all students to demonstrate what they know. Ongoing assessment is systematically used to inform the content instruction and provide feedback to all students.

Indicator B: Communicates student achievement and progress to students, their parents, and appropriate others.

Earned Score	Benchmarks	Performance Level A-(0-2 Pts)	Performance Level B-(2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
<input type="checkbox"/>	1. Uses state assessment data for communicating student achievement in the content area to students, parents and other stakeholders.	1. Timely reports about student performance on state assessments are provided to students, parents, and appropriate others at required intervals.	1. In addition to Performance Level A, students are informed regularly in the classroom regarding their mastery of student performance indicators.	1. In addition to Performance level B the teacher completes an item analysis on state and classroom assessments to determine specific areas for further instruction.
<input type="checkbox"/>	2. Maintains correct and useful records of student work within the content area and communicates student performance correctly and responsibly to students, parents, and other stakeholders, with prompt and useful feedback given to students.	2. The teacher accurately maintains required records of student work and performance, and students are provided general feedback. Parents are notified as required.	2. The teacher maintains accurate, current records of student work, and parents are informed on a timely basis of a student's achievement through systematic communication procedures.	2. In addition to Performance level B, the teacher has data accessible upon request and refines communication strategies to assure that parent and student feedback will effect a change.

Indicator C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.

Earned Score	Benchmarks	Performance Level A-(0-2 Pts)	Performance Level B-(2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
<input type="checkbox"/>	1. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection.	1. Reflections are about lesson in general, with no framework evident for context.	1. The educator uses classroom assessments and evaluations as a framework for examining teaching practices.	1. The teacher reflects about group and individual performance using goals and objectives developed from academic content standards and state performance indicators.
<input type="checkbox"/>	2. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.	2. There is no evidence that content standards have been analyzed.	2. The concepts and thinking processes required in the content standards are examined for the class as a whole.	2. The concepts and thinking processes of content standards are examined to determine if they were presented in varied formats that would meet the needs of all students.
<input type="checkbox"/>	3. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues.	3. The educator's reflections include an accurate description of classroom behaviors including sequence of events and teacher behaviors.	3. The teacher occasionally seeks feedback from colleagues regarding materials, methods, and activities.	3. The teacher constantly interacts with colleagues, seeking feedback and suggestions for materials and methods and activities to accommodate all students.
<input type="checkbox"/>	4. Demonstrates efficacy with struggling students and diverse groups.	4. The teacher tends to blame poor student performance on factors outside the classroom.	4. Some attention is given to strategies, methods, activities and materials as a catalyst for student engagement with the academic content standards.	4. The teacher reviews instruction to determine what additional interventions can be implemented to assist struggling students.
<input type="checkbox"/>	Domain III Totals			

Domain IV: Learning Environment

Indicator A: Creates a classroom culture that develops student intellectual capacity in the content area.

Earned Score	Benchmarks	Performance Level A-(0-2 Pts)	Performance Level B-(2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
<input type="checkbox"/>	1. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.	1. The teacher demonstrates a positive disposition toward the content area, but high expectations for all students are not verbalized.	1. The teacher displays a positive disposition toward the content and sometimes verbalizes the belief that all students can be successful.	1. The teacher is enthusiastic about the content and regularly voices high expectations for all students.
<input type="checkbox"/>	2. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.	2. Expectations for student behavior are inconsistent. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.	2. The teacher uses classroom management techniques that encourage student self-control and self-discipline. Appropriate strategies are used to deescalate potential conflicts. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.	2. Student work is displayed on the classroom walls and students work independently and cooperatively in purposeful learning activities. Students and teacher engage in purposeful communication and mutual respect for ideas is apparent. When disruptions or inappropriate behaviors do occur, the teacher demonstrates respect to the students while restoring classroom order.
<input type="checkbox"/>	3. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.	3. Students are held accountable for completing assignments, and participating in classroom discussions.	3. In addition to Performance Level A, purposeful, challenging, learning interactions are generally evident. Norms for academic discussions and individual and cooperative work are established.	In addition to Performance Level B, students are encouraged to experiment with new ideas and ways of learning. Expectations for student interactions, academic discussions, and individual and group responsibilities are explicit.

Indicator B: Manages classroom resources effectively.

Earned Score	Benchmarks	Performance Level A-(0-2 Pts)	Performance Level B-(2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
<input type="checkbox"/>	1. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.	1. Class time is generally used for instructional purposes; however, attention to administrative and management duties sometimes distracts from the learning process.	1. Class time is spent in teaching and learning with minimal attention to administrative duties.	1. In addition to Performance Level B, the resources of time, space, and attention are appropriately managed to provide equitable opportunity for students to engage in learning the content.



2. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.

2. Instructional assistants' time, when available, is used appropriately. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.

2. Classroom resources are accessible to students to support learning in the content. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.

2. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Classroom resources are readily available to students to facilitate efficient and effective learning of content. Routines are established for handling non-instructional matters quickly and efficiently.



Domain IV Totals

Domain V: Professional Growth

Indicator A: Collaborates with colleagues and appropriate others.

Earned Score	Benchmarks	Performance Level A-(0-2 Pts)	Performance Level B-(2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
	1. Is able to articulate clearly the purpose, scope, and outcome of each collaboration.	1. The teacher participates in collaborative activities but may not know the purpose or outcome of collaboration.	1. The teacher explains the purpose, scope, and outcome of each collaboration.	1. The teacher can recognize and identify situations where collaboration with others will build capacity to improve student achievement.
	2. Works with colleagues to assure student integration of learning across the curriculum.	2. The teacher occasionally consults with colleagues to plan content integration across the curriculum.	2. The teacher consults with colleagues and appropriate others to develop cooperative partnerships that support student integration of content.	2. Insights and experiences resulting from professional development are shared with colleagues to enhance content integration across the curriculum.
	3. Participates in school wide activities that are supportive of school improvement in the building.	3. The teacher attends school wide school improvement meetings.	3. The teacher engages in collaborative activities with colleagues that support school improvement.	3. The teacher mentors entry year teachers and provides leadership for school wide activities that promote school improvement.

Indicator B: Engages in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment.

Earned Score	Benchmarks	Performance Level A-(0-2 Pts)	Performance Level B-(2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
	1. Uses data and self-assessments to develop a professional development plan that articulates teaching strengths and identifies priorities for growth within at least one content area of the teaching assignment.	1. The teacher can identify general performance levels and can prioritize areas for future growth.	1. A self-assessment is completed using data from multiple sources. The teacher uses the self-assessment to prioritize goals for professional growth.	1. In addition to Performance Levels B, the teacher selects professional growth opportunities that expand teacher knowledge and skill, improve student achievement, and introduces research-based emerging professional practices.
	2. Implements the professional development plan within a mutually agreed upon time period.	2. The teacher provides evidence of a professional growth plan with a beginning and completion time stated.	2. Professional growth activities reflect steady programs toward the identified priorities for growth with a continuum for participation stated in the professional development plan.	2. In addition to Performance Level B, the teacher demonstrates leadership by actively sharing learning with colleagues and seeking and giving feedback.
	3. Participates actively in high-quality professional development related to the content area and practices new learning with colleagues and/or cognitive coach.	3. The teacher provides evidence of continual participation in professional growth opportunities.	3. Professional growth experiences are in varied formats, including, but not limited to, self-study, study groups, conference.	3. In addition to Performance Level B, the teacher uses state and classroom assessments, lesson plans, and evaluations to document positive change in teaching practice.

Indicator C: Performs professional responsibilities efficiently and effectively.

Earned Score	Benchmarks	Performance Level A-(0-2 Pts)	Performance Level B-(2.5-3.5 Pts)	Performance Level C- (4.0-5.0 Pts)
	1. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise.	1. The teacher adheres to school/system policies and procedures.	1. In addition to Performance Level A, the teacher understands and implements policies and procedures related to student rights and teacher responsibilities.	1. In addition to the responsibilities at Performance Level A and B, the teacher shares new understandings of policies and procedures with colleagues.



2. Performs assigned duties in a timely manner with a professional disposition.

2. The teacher is on time for class, meetings, and other scheduled activities.

2. A satisfactory record of attendance and punctuality is maintained with assigned task and responsibilities that are deemed as helpful to the school, colleagues, or students.

2. In addition to Performance Level B, the teacher often takes on extra responsibilities recognized as helpful to the school, colleagues, and /or students.



3. Keeps accurate records related to instructional and non-instructional responsibilities.

3. Records are accurately maintained and complete.

3. Records are complete, accurate and current.

3. Records are complete, accurate, and current and the teacher maintains the privacy of students and confidentiality of information except when confidentiality would harm the child.



Domain V Totals

Domain VI: Communications

Indicator A: Communicates clearly and correctly with students, parents, and other stakeholders.

Earned Score

Benchmarks

Performance Level A-(0-2 Pts)

Performance Level B-(2.5-3.5 Pts)

Performance Level C- (4.0-5.0 Pts)



1. Uses effective and correct verbal and nonverbal language appropriate to the audience and models effective communication strategies through questioning, listening, clarifying, and restating.

1. Clear communication is evidenced by appropriate grammar and the logical organization of information. The teacher speaks clearly, using vocabulary appropriate to the level of the audience.

1. Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies through questioning, listening, clarifying, and restating.

1. In addition to Performance Level B, the teacher models effective communication strategies with students, parents, and other stakeholders in conveying ideas and information, question, clarifying, and restating. The teacher understands the cultural dimensions of communication and responds appropriately.



2. Communicates subject matter clearly and correctly, verbally and written, in a style easily understood by stakeholders in the education community.

2. The teacher uses vocabulary that reflects knowledge of the content. Written information is organized, with correct grammar and vocabulary appropriate to the level of the audience.

2. An appropriate volume and pace are used to communicate the content for the specific audience. Written information is logically organized and complete for the intended purpose and audience, with correct grammar and mechanics.

2. In addition to Performance Level A and B, the teacher communicates with parents, counselors, and teachers of other classes, for the purpose of developing cooperative partnerships in support of student learning. Written information is structured for clear and concise communication with the identified audience. The reader's experience, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools to enrich communication opportunities.



Domain VI Totals