

Massac Unit #1 SD - Formal Pre-K Teacher Evaluation Form

(Charlotte Danielson 2013)

Teacher: _____ Date: _____

Lesson Observed: _____ Time Observed: _____

Evaluator: _____

Domain 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
1a. Exhibits Knowledge of Content	Has a little familiarity with content areas and few ideas on how to teach it and how students learn.	Is somewhat familiar with the content areas and has a few ideas of ways student learn.	Knows the content areas well and has a good grasp of child development and how students learn.	Shows advanced knowledge in content areas and is up to date on child development and how students learn.
<i>Evidence</i>				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> .33	<input type="checkbox"/> .67	<input type="checkbox"/> 1
1b. Exhibits Knowledge of Students	Unable to understand student's level of development and fails to meet each student's individual needs.	Seldom understands student's level of development and has difficulty meeting each student's individual needs.	Adequately understands student's level of development and creates strategies to meet each student's individual needs.	Continually seeks knowledge of student's level of development and creates strategies to meet each student's individual needs.
<i>Evidence</i>				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> .66	<input type="checkbox"/> 1.34	<input type="checkbox"/> 2

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
<p>1c. Setting Instructional Goals</p>	<p>Plans lessons aimed primarily at entertaining students or involving students.</p>	<p>Plans lessons with some consideration of long-term goals.</p>	<p>Appropriately designs lessons with measurable goals aligned with ISBE Early Learning Standards.</p>	<p>Thoroughly designs each lesson with clear, measurable goals closely aligned with ISBE Early Learning Standards.</p>
<p><i>Evidence</i></p>				
<p>Score:</p>	<p><input type="checkbox"/> 0</p>	<p><input type="checkbox"/> 1.3</p>	<p><input type="checkbox"/> 2.7</p>	<p><input type="checkbox"/> 4</p>
<p>1d. Exhibits Knowledge of Resources</p>	<p>Unaware of school or district resources available to classrooms.</p>	<p>Displays awareness of school or district resources available to classrooms.</p>	<p>Displays awareness of resources-not only through the school and district, but also through community organizations and the internet – for classroom environment and instruction.</p>	<p>Demonstrates extensive knowledge of resources-not only through the school and district, but also through community organizations and the internet – for classroom environment and instruction.</p>
<p><i>Evidence</i></p>				
<p>Score:</p>	<p><input type="checkbox"/> 0</p>	<p><input type="checkbox"/> .33</p>	<p><input type="checkbox"/> .67</p>	<p><input type="checkbox"/> 1</p>

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
1e. Designs Differentiated Instruction	Rarely plans lessons with differentiated instruction.	Occasionally plans lessons with some thought on how to accommodate learning needs.	Adequately designs lessons that target several learning needs, styles, and interest throughout the session.	Highly developed lesson plans that break down complex tasks and address all learning needs, styles, and interests throughout the session.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
1f. Incorporates Student Assessment into Instruction	Fails to utilize research based assessment instrument to guide lesson planning and instruction for students.	Does little to utilize research based assessment instrument to guide lesson planning and instruction for students.	Sufficiently utilizes research based assessment instrument to guide lesson planning and instruction for students.	Proactively utilizes research based assessment instrument to guide lesson planning and instruction that meets individual needs for all students.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Domain 2: The Classroom Environment

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
<p>2a. Creating an Environment of Respect and Rapport</p>	<p>Patterns of classroom interactions, both between the teacher and between students, are mostly negative, inappropriate, or insensitive to student's ages, cultural backgrounds and developmental levels.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and the students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures and developmental levels.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Teacher responds successfully to inappropriate behavior among students. The result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p>
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6
<p>2b. Establishing a Setting for Learning</p>	<p>Insufficiently uses room arrangement, materials, and displays to maximize student learning of material, does not follow state guidelines.</p>	<p>Does little to use room arrangement, materials, and displays to maximize student learning of material, seldom following state guidelines.</p>	<p>Adequately organizes classroom furniture, material, and displays to support unit and lesson goals, usually following state guidelines.</p>	<p>Effectively uses room arrangement, materials, and displays to maximize student learning of all material, thoroughly following state guidelines.</p>
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
2c. Manages Classroom Procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow establish routines.	Some instructional time is lost through only partial effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow establish routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students following establish classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the transitions and handling of materials and supplies. Routines are well understood and may be initiated by students.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4
2d. Managing Student Behavior	Has no established standards of conduct and little or no monitoring of student behavior.	Monitors student's behavior and responds to misbehavior with uneven results.	Monitors student's behavior and responds to misbehavior consistently and respectfully.	Students take an active role in monitoring their own behavior. Teacher's response to student misbehavior is sensitive to individual student's needs and respect student's dignity.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4
2e. Organizing Physical Space	The physical environment is unsafe and many students don't have resources.	The classroom is safe, and learning is accessible to some students.	The classroom is safe, and learning is accessible to most students.	The classroom is safe, and learning is accessible to all students, including those students with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> .33	<input type="checkbox"/> .67	<input type="checkbox"/> 1

Domain 3: Instruction

All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
3a. Communicating with Students	Often presents material in a confusing way using language that is inappropriate.	Sometimes presents material clearly, examples can be confusing or inappropriate.	Almost always presents material clearly, with well chosen examples.	Always presents material clearly and explicitly with well chosen examples and vivid and appropriate language.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6

3b. Language and Reasoning	<p>Has very few books accessible.</p> <p>Does not plan activities to encourage students to communicate.</p> <p>Does not talk with students about logical relationships.</p> <p>Talks to students only to control behavior or manage routines.</p>	<p>Has some books accessible for students.</p> <p>Provides some activities for students to encourage them to communicate.</p> <p>Sometimes talks about logical relationships or concepts.</p> <p>Some teacher-student conversation occurs.</p>	<p>Displays a wide selection of books for students.</p> <p>Uses materials that are available to encourage students to communicate</p> <p>Encourages students to talk through or explain their reasoning when solving problems.</p> <p>Has many conversations during free play and routines.</p>	<p>Rotates books and material to maintain interest.</p> <p>Links student's spoken communication with written language.</p> <p>Encourages students to reason throughout the day, using actual events and experiences as a basis for concept development.</p> <p>Asks students questions to encourage them to give longer and more complex answer.</p>
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
3c. Engaging Students in Learning	Unwilling to get students actively involved.	Attempts to get students actively involved, but some students are disengaged.	Usually has students actively thinking about, discussing, and using the ideas and skills being taught.	Gets all students engaged and involved in focused work in which they are active learners and problem solvers.
<i>Evidence</i>				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4

3d. Using Assessment in Instruction	Fails to utilize research based assessment instrument to guide lesson planning and instruction for students	Does little to utilize research based assessment instrument to guide lesson planning and instruction for students.	Sufficiently utilizes research based assessment instrument to guide lesson planning and instruction for students.	Proactively utilizes research based assessment instrument to guide lesson planning and instruction that meets individual needs for all students.
<i>Evidence</i>				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 2.3	<input type="checkbox"/> 4.7	<input type="checkbox"/> 7

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
3e. Utilizing Teachable Moments	Inflexible with lesson plans and rarely takes advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Flexible about modifying lessons to take advantage of teachable moments.	Quickly adapts lessons to exploit teachable moments and correct misunderstandings.
<i>Evidence</i>				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 2.3	<input type="checkbox"/> 4.7	<input type="checkbox"/> 7

Domain 4: Professional Responsibilities

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
4a. Reflection on Teaching	Does not know whether a lesson was effective or achieved its goals. No suggestions for how the lesson could be improved.	Has a generally accurate impression of a lesson's effectiveness and the extent to which goals were met. Makes general suggestion on how a lesson can be improved	Makes an assessment of a lesson's effectiveness and the extent to which it achieved its instructional goals. Makes a few specific suggestions of what can be tried another time the lesson is taught.	Makes a thoughtful and accurate assessment of the lessons effectiveness and the extent to which it achieved its instructional goals.
<i>Evidence</i>				
<i>Score</i>	<input type="checkbox"/> 0	<input type="checkbox"/> .33	<input type="checkbox"/> .67	<input type="checkbox"/> 1
Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
4b. Maintaining Accurate Records	Fails to maintain updated information in student's files regarding personal and health information.	Has difficulty maintaining updated information in student's files regarding personal and health information.	Frequently maintains updated information in student's files regarding personal and health information.	Continually maintains updated information in student's files regarding personal and health information.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> .33	<input type="checkbox"/> .67	<input type="checkbox"/> 1

<p>4c. Communicating with Families</p>	<p>Communication with families about the instructional program, about individual student is sporadic or culturally inappropriate.</p>	<p>Makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communication attempts are one way and not always appropriate to the cultural norms of those families.</p>	<p>Communicates frequently with families about the instructional program and conveys information about individual student's progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner</p>	<p>Communication with families is frequent and sensitive to cultural traditions. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
<p><i>Evidence</i></p>				
<p><i>Score:</i></p>	<p><input type="checkbox"/> 0</p>	<p><input type="checkbox"/> .33</p>	<p><input type="checkbox"/> .67</p>	<p><input type="checkbox"/> 1</p>
<p>4d. Participating in a Professional Community</p>	<p>Not open to ideas for improving teaching and learning.</p>	<p>Can occasionally be persuaded to try out new classroom practices.</p>	<p>Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.</p>	<p>Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.</p> <p>Is an important member of teacher teams and committees and frequently volunteers for after school activities</p>
<p><i>Evidence</i></p>				
<p><i>Score:</i></p>	<p><input type="checkbox"/> 0</p>	<p><input type="checkbox"/> .33</p>	<p><input type="checkbox"/> .67</p>	<p><input type="checkbox"/> 1</p>

Component	Unsatisfactory	Needs Improvement or Progressing	Proficient	Excellent
<p>4e. Growing and Developing Professionally</p>	<p>Does not engage in professional development activities to enhance personal knowledge or skill. Resists feedback on teaching performance from either supervisors or more experienced colleagues. Does not make an effort to share knowledge with others or assume professional responsibilities.</p>	<p>Participates in professional activities to a limited extent when convenient. Accepts, with some reluctance, feedback on teaching performance from both supervisor and colleagues. Finds limited ways to contribute to the profession.</p>	<p>Seeks out opportunities for professional development. Welcomes feedback from colleagues-either when made by supervisors or when opportunities arise through professional collaboration. Participates actively in assisting other educators</p>	<p>Seeks out opportunities for professional development. Seeks out feedback on teaching from both supervisors and colleagues. Initiates important activities to contribute to the profession.</p>
<p><i>Evidence</i></p>				
<p><i>Score:</i></p>	<p><input type="checkbox"/> 0</p>	<p><input type="checkbox"/> .66</p>	<p><input type="checkbox"/> 1.34</p>	<p><input type="checkbox"/> 2</p>

4f. Showing Professionalism	Is frequently unethical, dishonest, uses poor judgment and/or discloses student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.
<i>Evidence</i>				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> .33	<input type="checkbox"/> .67	<input type="checkbox"/> 1

Pre-K Teacher Professional Practice Score Summary

Points
Received

Domain 1: (20% = 14pts)

1a: Exhibits Knowledge of Content	1	
1b: Exhibits Knowledge of Students	2	
1c: Setting Instructional Goals	4	
1d: Exhibits Knowledge of Resources	1	
1e: Designs Differentiated Instruction	3	
1f: Incorporates Student Assessment into Instruction	3	

Total Points Received _____

Domain 2: (30% = 21pts)

2a: Creating an Environment of Respect and Rapport	6	
2b: Establishing a Setting for Learning	6	
2c: Managing Classroom Procedures	4	
2d: Managing Student Behavior	4	
2e: Organizing Physical Space	1	

Total Points Received _____

Domain 3: (40% = 28pts)

3a: Communicating with Students	6	
3b: Language and Reasoning	4	
3c: Engaging Students in Learning	4	
3d: Using Assessment in Instruction	7	
3e: Utilizing Teachable Moments	7	

Total Points Received _____

Domain 4: (10% = 7pts)

4a: Reflection on Teaching	1	
4b: Maintaining Accurate Records	1	
4c: Communicating with Families	1	
4d: Participating in a Professional Community	1	
4e: Growing and Developing Professionally	2	
4f: Showing Professionalism	1	

Total Points Received _____

	Total Points
Domain 1: (20%=14pts)	_____
Domain 2: (30%=21pts)	_____
Domain 3: (40%=28pts)	_____
Domain 4: (10%=7pts)	_____
Total Points Received	_____
Attendance Points Deduction -	_____
Total Points Earned =	_____
Total Points Possible =	70

Attendance

Total Undocumented Sick Days: _____

*Point deduction is only for total undocumented sick days.

13 and up undocumented days = 2 point deduction

9-12 undocumented days = 1 point deduction

8 or less undocumented days = 0 Point Deduction

59-70 = Excellent 46-58 = Proficient 23-45 = Needs Improvement 0-22 = Unsatisfactory