NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BUILDING:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_

PROFESSIONAL PRACTICE RATING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Directions: Using The Framework for Teaching Evaluation Instrument, read the descriptor for each performance level (unsatisfactory, basic, proficient, and distinguished) for each of the essential 8 components and self-assess your level of your professional performance. You are encouraged to provide evidence and/or highlight, underline, annotate or some other format to support your self-assessment. If you prefer to attach a anotherDomain 1: PLANNING AND PREPARATION | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | Agreed upon score |
|  |  |  |  |  |  |
| Component 1c: Setting Instructional Goals\*  Evidence: |  |  |  |  |  |
|  |  |  |  |  |  |
| Component 1e: Designing Coherent, Standards Based Instruction\*  Evidence: |  |  |  |  |  |
|  |  |  |  |  |  |
| Domain 2: THE CLASSROOM ENVIRONMENT |  |  |  |  |  |
|  |  |  |  |  |  |
| Component 2b: Establishing a Culture for Learning\* Evidence: |  |  |  |  |  |
|  |  |  |  |  |  |
| Component 2d: Managing Student Behavior\*  Evidence: |  |  |  |  |  |
|  |  |  |  |  |  |
| Domain 3: CLASSROOM INSTRUCTION |  |  |  |  |  |
|  |  |  |  |  |  |
| Component 3b: Using Questioning and Discussion Techniques\* Evidence: |  |  |  |  |  |
|  |  |  |  |  |  |
| Component 3c: Engaging Students in Learning\*  Evidence: |  |  |  |  |  |
|  |  |  |  |  |  |
| Domain 4: PROFESSIONAL RESPONSIBILITIES |  |  |  |  |  |
|  |  |  |  |  |  |
| Component 4a: Reflecting on Teaching\* Evidence: |  |  |  |  |  |
|  |  |  |  |  |  |
| Component 4c: Communicating with Families\*  Evidence: |  |  |  |  |  |
|  |  |  |  |  |  |

Panel Chart: Faculty Professional Practice Rating

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DOMAIN 1 & 4 | All Essential 8 are 3’s or better, two or more 4’s | Review of discrepancy to determine rating | Review of discrepancy to determine rating | 3 | 4 |
| No 1’s; all Essential 8 are 3 or better | Review of discrepancy to determine rating | 2 | 3 | 4 |
| No 1’s; one or more of Essential 8 is a 2 | 1 | 2 | 2 | 3 |
| One or more component rating of 1 | 1 | 1 | Review of discrepancy to determine rating | Review of discrepancy to determine rating |
| **PROFESSIONAL**  **PRACTICE**  **RATINING** | | One or more component rating of 1 | No 1’s; one or more of Essential 8 is a 2 | No 1’s; all Essential 8 are 3 or better | All Essential 8 are 3’s or better, two or more 4’s |
| DOMAIN 2 & 3 | | | |

Agreed upon Professional Practice Rating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT PERFORMANCE RATING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AXIS | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished |
|  |  |  |  |  |
| Individual teacher’s student progress toward academic achievement  Evidence: |  |  |  |  |
|  |  |  |  |  |
| Individual teacher’s student progress toward team S.L.O.  Evidence: |  |  |  |  |
|  |  |  |  |  |

Panel Chart: Faculty Member’s Student Performance Rating

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Individual teacher’s student progress toward academic achievement (standardized teacher SMART goals, subject-area SLO) | Most students consistently meet or exceed standards / competencies | Review of discrepancy to determine rating | Review of discrepancy to determine rating | 4 | 4 |
| Most students meet or approach standards / competencies | 3 | 3 | 3 | 4 |
| Fewer than half of students meet or approach standards / competencies | 2 | 2 | 2 | 3 |
| Most students do not progress toward standards / competencies | 1 | 2 | Review of discrepancy to determine rating | Review of discrepancy to determine rating |
| **STUDENT**  **PERFORMANCE**  **RATING** | | Cannot demonstrate student improvement toward goals | Shows inconsistent student improvement | Students approach SLO targets | Students consistently meets SLOs; exceeded some SLOs |
| Individual teacher’s student progress toward Team SLO | | | |

Agreed upon Student Performance Rating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Panel Chart: Educator Effectiveness Rating

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Professional Practice Rating | 4 | Review discrepancy to determine  rating | Effective | Highly  Effective | Highly  Effective |
| 3 | Review of discrepancy | Effective | Effective | Highly  Effective |
| 2 | Approaching Effective | Approaching Effective | Effective | Effective |
| 1 | Ineffective | Approaching Effective | Review discrepancy to determine  rating | Review discrepancy to determine  rating |
| **EDUCATOR**  **EFFECTIVENESS**  **RATING** | | 1 | 2 | 3 | 4 |
| Student Performance Rating | | | |

Agreed upon Educator Effectiveness Rating \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educator’s Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature Date