



Phil & Jennie  
Gaglardi Academy

## Appendix A

### Teacher Evaluation Rubric

1. The rubrics have six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning.
- B. Classroom Management.
- C. Delivery of Instruction.
- D. Monitoring, Assessment, and Follow-up.
- E. Parent Community Communication and Outreach.
- F. Professional Responsibilities.

2. The rubrics use a four-level rating scale:

**4 - Highly Effective:** Master teacher performance that meets very demanding criteria.

**3 - Effective:** Solid, expected professional performance; teachers should feel good about scoring at this level.

**2 – Improvement Necessary:** Performance is mediocre; no teacher should be content to remain at this level.

**1 – Does Not Meet Standards:** Unacceptable performance leading to an improvement plan, intensive support, and if improvement isn't made within a reasonable amount of time, contract will not be renewed.

Name of Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Scheduled Visit: Yes No

**A. Planning and Preparation for Learning** Overall Rating: \_\_\_\_\_

	<b>4</b> <i>Highly Effective</i>	<b>3</b> <i>Effective</i>	<b>2</b> <i>Improvement Necessary</i>	<b>1</b> <i>Does not meet standards</i>
<b>Knowledge</b>	Is <i>expert</i> in the subject area and <i>current</i> on authoritative research on child development and how students learn.	Knows the subject matter <i>well</i> and has a <i>good grasp</i> of child development and how students learn.	Is <i>somewhat familiar</i> with the subject area and has some <i>ideas</i> of ways students develop and learn.	Has <i>little familiarity</i> with the subject matter and <i>few ideas</i> of how to teach it and how students learn.
<b>Course Outlines</b>	Has a <i>detailed</i> plan for the year that is <i>tightly aligned</i> with <i>high standards</i> and ensures success on standardized assessments.	Plans the year so students will meet <i>high standards</i> and ready for standardized assessments.	Has a plan with <i>some</i> standards in place to meet standards and test requirements this year.	Plans lesson by lesson and has <i>little</i> familiarity with Ministry standards and tests.
<b>Unit Plans</b>	Plans <i>almost all</i> units with curriculum big ideas, curricular and core competencies and provocation questions.	Plans <i>most</i> units with curriculum big ideas, curricular and core competencies and provocation questions.	Plans lessons with <i>some</i> curriculum big ideas, curricular and core competencies and provocative questions.	Teaches on an <i>ad-hoc</i> basis with little or no consideration for curriculum big ideas, curricular and core competencies and provocative questions.
<b>Assessments</b>	<i>Prepares</i> diagnostic, <i>on-the-spot</i> , interim, and summative assessments to monitor student learning	<i>Plans</i> on-the-spot and unit assessments to measure student learning.	<i>Drafts</i> unit tests as instruction proceeds.	Writes final tests <i>shortly before</i> they are given.
<b>Anticipation</b>	<i>Anticipates</i> students' misconceptions and confusions and <i>develops</i> multiple strategies to overcome them.	<i>Anticipates</i> misconceptions that students might have and plans to address them.	Has a <i>hunch</i> about one or two ways that students might become confused with the content.	Proceeds <i>without</i> considering misconceptions that students might have about the material.
<b>Lessons</b>	Designs each lesson with <i>clear, measurable, achievable goals</i> closely aligned with core and curriculum competencies and big ideas.	Designs lessons focused on <i>measurable, achievable</i> outcomes aligned with core and curriculum competencies and big ideas.	Plans lessons with <i>some</i> core and curriculum competencies and big ideas.	Plans lessons <i>aimed primarily at entertaining</i> students or covering textbook chapters.
<b>Engagement</b>	Designs <i>highly relevant</i> lessons that will <i>motivate virtually all</i> students and engage them in active learning.	Designs lessons that are <i>relevant, motivating</i> , and likely to <i>engage</i> most students.	Plans lessons that will <i>catch some students' interest</i> and perhaps get a discussion going.	Plans lessons with <i>very little likelihood of motivating or involving</i> students.
<b>Biblical Integration (Aboriginal Integration)</b>	Designs lessons that integrates Biblical understanding through an <i>effective and deep understanding</i> of a Biblical worldview. Aboriginal "Principles of Learning" are used in lessons from a Biblical worldview.	Designs lessons that integrates Biblical understanding through an <i>effective and appropriate understanding</i> of a Biblical worldview. Aboriginal "Principles of Learning" are used in lessons from a Biblical worldview.	Designs lessons that integrates a <i>limited Biblical understanding</i> . Aboriginal "Principles of Learning" are used in lessons from a limited Biblical worldview.	Designs lessons <i>without integrating</i> a Biblical worldview into lesson plans. God's truth is not revealed or distinguished when presenting Aboriginal worldviews.
<b>Materials</b>	Designs lessons that use an <i>effective</i> mix of high-quality learning materials & technology.	Designs lessons that use an <i>appropriate</i> mix of high-quality learning materials & technology.	Plans lessons that involve a <i>mixture of good and mediocre</i> learning materials and technology.	Plans lessons that rely mainly on <i>mediocre and low-quality</i> textbooks, workbooks, or worksheets.
<b>Differentiation</b>	Designs lessons that <i>break down complex tasks and address</i> students' learning needs, styles and interests.	Designs lessons that <i>target several</i> learning needs, styles and interests.	Plans lessons with <i>some thought as to how to accommodate</i> special needs students.	Plans lessons with <i>no differentiation</i> .
<b>Environment</b>	Uses room and displays to create an <i>effective and tidy</i> learning environment that <i>maximizes student learning</i> .	Organizes room, displays and materials to <i>support unit and lesson goals</i> . Room is <i>tidy and uncluttered</i> .	Room is <i>haphazard</i> and learning materials are <i>hard to access</i> .	Room is <i>cluttered and ineffective</i> to learning. <i>Minimal or no materials</i> are used to support or encourage learning.
<b>SCORE</b>				

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Scheduled Visit: Yes No

**B. Classroom Management**

**Overall Rating:** \_\_\_\_\_

	<b>4</b> <i>Highly Effective</i>	<b>3</b> <i>Effective</i>	<b>2</b> <i>Improvement Necessary</i>	<b>1</b> <i>Does not meet standards</i>
<b>Expectations</b>	Is <i>direct, specific, consistent, and tenacious</i> in communicating and enforcing very high student expectations.	Clearly communicates and <i>consistently</i> enforces high standards for student behaviour.	<i>Announces and posts</i> classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
<b>Relationships</b>	Shows <i>love, kindness</i> , concern and <i>impartiality</i> towards <i>all</i> students and builds strong relationships.	Is <i>impartial and kind</i> towards <i>all</i> students and builds positive relationships.	Is impartial and kind towards <i>most</i> students and builds positive relationships with some.	Is sometimes <i>harsh and unkind</i> with students and shows <i>favoritism</i> to some.
<b>Climate of Honour &amp; Obedience</b>	<i>Intentionally creates</i> a climate of honour and obedience such that disruption of learning is virtually unthinkable.	<i>Regularly creates</i> a climate of honour and obedience in the classroom with all students and discipline problems are few and far between.	<i>Tries to create</i> a climate of honour and obedience in the classroom with some students but regular disruptions occur in the classroom.	Climate of honour and obedience is <i>not present</i> and the classroom is frequently chaotic and sometime dangerous.
<b>Christ-like Social Thinking</b>	Implements the Gaglardi social thinking programs and has successfully developed <i>positive interactions</i> and social-emotional skills.	Implements the Gaglardi social thinking programs and <i>fosters</i> positive interactions among students.	<i>Minimally implements</i> the Gaglardi social thinking programs and often has to continually address issues and makes an example of “bad” students.	Has <i>not implemented</i> the Gaglardi social thinking programs and publicly berates “bad” students, blaming them for poor behaviour.
<b>Routines</b>	<i>Successfully inculcates</i> class routines at the beginning of the school year so that students maintain them throughout the year.	<i>Teaches</i> routines and has students maintain them all year.	<i>Tries to train</i> students in class routines but many of the routines are <i>not maintained</i> .	<i>Does not teach</i> routines and is constantly nagging, threatening, and punishing students.
<b>Responsibility</b>	Gets <i>virtually all</i> students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	<i>Develops</i> students' self-discipline and teaches them to take responsibility for their own actions.	<i>Tries to get</i> students to be responsible for their actions, but many lack self-discipline.	Is <i>unsuccessful</i> in fostering self-discipline in students; they are dependent on the teacher in order to behave.
<b>Repertoire</b>	Has a <i>highly effective</i> discipline repertoire and can capture and hold students' attention anytime.	<i>Has a repertoire</i> of discipline “moves” and can capture and maintain students' attention.	<i>Has a limited</i> disciplinary repertoire and some students are not paying attention.	<i>Has few</i> discipline skills and constantly struggles to get students' attention.
<b>Efficiency</b>	<i>Skillfully uses</i> coherence, momentum, and transitions so that almost every minute of class time produces learning.	<i>Maximizes</i> academic learning time through coherence, lesson momentum, and smooth transitions.	<i>Sometimes loses</i> teaching time due to lack of clarity, interruptions, poor transitions and off-task behaviour.	<i>Loses much</i> instructional time due to confusion, interruptions, ragged transitions, and off-task behaviour.
<b>Prevention</b>	Is <i>alert, poised, dynamic</i> , and self-assured and nips all discipline issues in the bud.	Has a <i>confident, dynamic</i> presence and nips most discipline problems in the bud.	<i>Tries to prevent</i> discipline problems but little things escalate into big problems.	Is <i>unsuccessful</i> at spotting and preventing discipline problems and escalation is usual.
<b>Incentives</b>	Uses a <i>highly student effective</i> system of incentives linked to <i>intrinsic</i> rewards.	Uses <i>intrinsic</i> rewards wisely to encourage and reinforce student cooperation.	Uses <i>extrinsic</i> rewards in an attempt to get students to cooperate and comply.	<u><i>Gives out extrinsic rewards</i></u> (e.g. free time) without using it as a lever to improve behaviour.
<b>SCORE</b>				

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Scheduled Visit: Yes No

**C. Delivery of Instruction**

**Overall Rating:** \_\_\_\_\_

	<b>4</b> <i>Highly Effective</i>	<b>3</b> <i>Effective</i>	<b>2</b> <i>Improvement Necessary</i>	<b>1</b> <i>Does not meet standards</i>
<b>Expectations &amp; Faith</b>	<i>Exudes high, faith-filled expectations, urgency, and determination that all students will master the material.</i>	<i>Conveys an optimistic, faith-filled can-do, and I won't give up on you, attitude to students.</i>	<i>Tells students that the subject matter is important and they need to work hard, and has little faith to believe for it.</i>	<i>Gives up on some students as hopeless.</i>
<b>Mindset</b>	<i>Actively instills a "growth" mindset: take risks, learn from mistakes and effective effort will achieve success.</i>	<i>Tells students that effective effort, not innate ability will achieve success.</i>	<i>Let's students believe that innate ability is key to success.</i>	<i>Communicates a "fixed" attitude about students' ability and success factors.</i>
<b>Goals</b>	<i>Demonstrates to student what is expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.</i>	<i>Gives students a clear sense of purpose by posting the unit's essential questions and the lesson goals.</i>	<i>Tells students the main learning objectives of each lesson.</i>	<i>Begins lessons without giving students a sense of where instruction is headed.</i>
<b>Connections</b>	<i>Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.</i>	<i>Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.</i>	<i>Is only sometimes successful in making the subject interesting and relating it to things students already know.</i>	<i>Rarely hooks students' interest or makes connections to their lives.</i>
<b>Clarity</b>	<i>Presents material clearly and explicitly, with well-chosen examples and vivid appropriate language.</i>	<i>Uses clear explanations, appropriate language and examples to present material.</i>	<i>Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.</i>	<i>Often presents material in a confusing way, using language that is inappropriate.</i>
<b>Repertoire</b>	<i>Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.</i>	<i>Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.</i>	<i>Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.</i>	<i>Uses only one or two teaching strategies and types of materials and fails to reach most students.</i>
<b>Engagement</b>	<i>Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.</i>	<i>Has students actively think about, discuss, and use the ideas and skills being taught.</i>	<i>Attempts to accommodate students with learning deficits, but with mixed success.</i>	<i>Fails to differentiate instruction for students with learning deficits.</i>
<b>Flexibility</b>	<i>Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.</i>	<i>Is flexible about modifying lessons to take advantage of teachable moments.</i>	<i>Sometimes doesn't take advantage of teachable moments.</i>	<i>Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.</i>
<b>Closure</b>	<i>Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.</i>	<i>Mostly has students sum up what they have learned and apply it in a different context.</i>	<i>Sometimes brings closure to lessons and asks students to think about applications.</i>	<i>Moves on at the end of each lesson without closure or application to other contexts.</i>
<b>SCORE</b>				

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Scheduled Visit: Yes No

**D. Monitoring, Assessment, and Follow-up**

Overall Rating: \_\_\_\_\_

	<b>4</b> <i>Highly Effective</i>	<b>3</b> <i>Effective</i>	<b>2</b> <i>Improvement Necessary</i>	<b>1</b> <i>Does not meet standards</i>
<b>Criteria</b>	<i>Consistently</i> posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	<i>Regularly</i> posts criteria for proficiency including rubrics and exemplars of student work.	<i>Sometimes</i> tells students some of the qualities that their finished work should exhibit.	<i>Expects students to know (or figure out)</i> what it takes to get good grades.
<b>Diagnosis</b>	<i>Always</i> gives students a well-instructed diagnostic assessment up front, and uses the information to fine-tune instruction.	<i>Mostly</i> diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick assessment exercise <i>just before</i> beginning a unit.	Begins instruction <i>without</i> diagnosing students' skills and knowledge.
<b>On-the-Spot</b>	<i>Consistently</i> uses a <i>variety</i> of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	<i>Frequently</i> checks for understanding and gives students helpful information I they seem confused.	Uses <i>mediocre methods</i> (e.g. thus up, thumbs down) to check for understanding during instruction.	Uses <i>ineffective methods</i> ("is everyone with me?") to check for understanding.
<b>Self-Assessment</b>	Has students <i>set ambitious goals</i> , continuously self-assess and take responsibility for improving performance.	Has students <i>set goals</i> , self-assess, and know where they stand academically at all times.	Urges students to <i>look over</i> their work, see where they had trouble, and aim to improve those areas.	Allow students to <i>move on without</i> assessing and improving problems in their work.
<b>Recognition</b>	<i>Frequently</i> posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	<i>Regularly</i> posts students' work to make visible their progress with respect to standards.	Posts <i>some</i> 'A' student work as an example to others.	Posts <i>only a few</i> samples of student work or none at all.
<b>Interims</b>	Works with colleagues to <i>immediately</i> use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	<i>Promptly</i> uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a <i>few</i> items that caused problems.	Is slow getting test results back to students and moves on <i>without</i> analyzing data and following up with students.
<b>Tenacity</b>	<i>Relentlessly</i> follows up with struggling students with personal attention so that virtually all reach proficiency.	<i>Takes</i> responsibility for students who are not succeeding and gives them extra help.	<i>Offers</i> students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, <i>that's it</i> ; the class has to move on to cover the curriculum.
<b>Support</b>	<i>Makes sure</i> that students who need specialized diagnosis and help receive appropriate services immediately.	<i>When necessary</i> , refers students for specialized diagnosis and extra help.	<i>Sometimes</i> doesn't refer students promptly for special help, and/or refers students who don't need it.	<i>Often fails</i> to refer students for special services and/or refers students who don't need them.
<b>Analysis &amp; Reflection</b>	Works with colleagues to analyze and reflect on what worked and what didn't work in order to <i>continuously improve</i> instruction.	Analyzes data from assessments, reflects on the effectiveness of lessons and units, shares with colleagues and <i>continuously works</i> to improve instruction.	Records students' grades and notes general patterns for <i>future reference</i> and notes what might have been done better.	Records students' grades and moves on <i>without reflection</i> when teaching is unsuccessful.
<b>SCORES</b>				

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Scheduled Visit: Yes No

E. Parent Community Communication and Outreach Overall Rating: \_\_\_\_\_

	<b>4</b> <i>Highly Effective</i>	<b>3</b> <i>Effective</i>	<b>2</b> <i>Improvement Necessary</i>	<b>1</b> <i>Does not meet standards</i>
<b>Honour</b>	<i>Constantly</i> demonstrates great sensitivity and dignity for family and colleagues.	<i>Regularly</i> demonstrates honour towards parents and colleagues.	<i>Tries</i> to honour student families but sometimes shows lack of sensitivity.	Is <i>often insensitive</i> to student families.
<b>Believe for the Best</b>	<i>Shows</i> each parent an in-depth knowledge of their child and a strong belief that their child will succeed.	<i>Shows</i> parents a <i>genuine interest</i> and belief in each child's ability to meet or exceed expectations.	<i>Tells</i> parents that they care about their child and want the best for them.	<i>Does not communicate</i> to parents knowledge of individual children or concern about their future.
<b>Expectations</b>	Gives parents <i>clear understanding</i> of expected behaviour and learning standards and exemplars of proficient work.	Gives parents <i>clear expectations</i> for student learning and behaviour for the year.	<i>Sends home</i> a list of classroom rules and the syllabus for the year.	<i>Doesn't inform</i> parents about learning and behaviour expectations.
<b>Communication</b>	<i>Makes sure</i> parents hear positive news about their children first, and immediately flags problems.	<i>Promptly informs</i> parents of behaviour and learning problems as it happens and updates parents regularly on good progress.	<i>Lets parents know</i> about problems their children are having but rarely mentions positive progress.	<i>Seldom informs</i> parents of concerns or positive news about their children.
<b>Involving</b>	<i>Frequently</i> involves parents in supporting and enriching the curriculum for their children as it unfolds.	<i>Updates</i> parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home <i>occasional</i> suggestions on how parents can help their children with school work.	<i>Rarely</i> if ever communicates with parents on ways to help their children at home.
<b>Homework</b>	Assigns <i>highly engaging</i> homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns <i>appropriate</i> homework, holds students accountable for turning it in, and give feedback.	Assigns homework, keeps track of compliance, but <i>rarely follows up</i> .	Assigns homework but is resigned to the fact that <i>many students won't turn it in, and doesn't follow up</i> .
<b>Responsiveness</b>	Deals <i>immediately</i> and successfully with parent concerns and makes parents feel welcome any time.	Responds <i>promptly</i> to parent concerns and makes parents feel welcome in the school.	Is <i>slow to respond</i> to some parent concerns and comes across as unwelcoming.	<i>Does not respond</i> to parent concerns and makes parents feel unwelcome in the classroom.
<b>Reporting</b>	Uses <i>student-focused</i> , parent-teacher interviews, report cards, and informal talks to give parents detailed and helpful feedback on child's progress.	Uses <i>parent-teacher</i> interviews and report cards to give parents feedback on their child's progress.	Uses <i>report card</i> parent-teacher interviews to tell parents the areas in which their children can improve.	<i>Gives out report cards</i> and expects parents to deal with the areas that need improvement.
<b>Community</b>	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
<b>Resources</b>	<i>Successfully</i> enlist parent volunteers and extra resources from home and the community to enrich learning and the curriculum.	<i>Reaches</i> out to families and church community or other agencies to bring in volunteers and additional resources.	<i>Asks</i> parents to volunteer in the classroom and contribute extra resources.	<i>Does not reach out</i> for extra support from parents, or church community.
<b>SCORE</b>				

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Scheduled Visit: Yes No

**F. Professional Responsibilities**

**Overall Rating:** \_\_\_\_\_

	<b>4</b> <i>Highly Effective</i>	<b>3</b> <i>Effective</i>	<b>2</b> <i>Improvement Necessary</i>	<b>1</b> <i>Does not meet standards</i>
<b>Attendance</b>	Has <i>perfect</i> or near-perfect attendance at morning devotions (98%+) and is on-time.	Has <i>very good</i> attendance at morning devotions (95-97%) and is on-time.	Has <i>moderate</i> attendance (< 95%) at morning devotions and is often late.	Has <i>many absences</i> and is often late to morning devotions.
<b>Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and /or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>Reliability</b>	Carries out assignments <i>conscientiously</i> and punctually, keeps meticulous records and is never late.	Is punctual and <i>reliable</i> with paperwork, duties, and assignments; keeps accurate records.	<i>Occasionally</i> skips assignments, is late, makes errors in records, and misses paperwork deadlines.	<i>Frequently</i> skips assignments, is late, makes errors in records, misses paperwork deadlines.
<b>Professionalism</b>	Presents as a consummate professional and <i>always observes</i> appropriate boundaries with students and dress-code.	Demonstrates professional demeanor and <i>maintains</i> appropriate boundaries with students and dress-code.	<i>Occasionally</i> acts and/or dresses in an unprofessional manner and/or violates boundaries with students.	Frequently acts and/or dresses in an <i>unprofessional</i> manner and violates student boundaries.
<b>Wisdom</b>	Character is invariably <i>blameless</i> , truthful, and uses excellent wisdom in dealings with others. Doesn't gossip about others and keeps confidentiality with staff and students.	Character is <i>blameless</i> , truthful, and uses good wisdom in dealings with others. Doesn't gossip about others and keeps confidentiality with staff and students.	<i>Sometimes</i> uses questionable wisdom or character is wanting in some areas. Has difficulty holding confidences and gossips about others.	<i>Frequently</i> uses questionable wisdom or character is wanting in many areas. Frequently causes strife among staff and students.
<b>Above &amp; Beyond</b>	Is an <i>important member</i> of the team and frequently volunteers for extracurricular activities.	<i>Shares responsibility</i> for grade-level and school-wide activities and takes part in many student extra-curricular activities.	When <i>asked will serve</i> on a committee and attend extra activities.	<i>Declines</i> invitations to serve the community or attend extra-curricular activities.
<b>Leadership</b>	<i>Frequently contributes</i> valuable ideas and expertise and instills in others a desire to invest in the vision and mission of the school.	Is a <i>positive team player</i> and contributes ideas, expertise, and time to the overall mission of the school.	<i>Occasionally suggests</i> an idea aimed at improving the school and rarely invests in the mission of the school.	<i>Rarely if ever contributes</i> ideas that might help improve the school.
<b>Openness</b>	<i>Actively seeks</i> out feedback and suggestions from colleagues, students, and parents and uses them to improve performance.	<i>Listens thoughtfully</i> to other viewpoints and responds constructively to suggestions and criticism.	Is <i>somewhat defensive</i> but does not listen to feedback and suggestions.	Is <i>very defensive</i> about criticism and is resistant to changing classroom practices.
<b>Collaboration</b>	<i>Meets with colleagues</i> to share ideas, plan units together or analyze interim assessments.	<i>Collaborates with colleagues</i> to plan units, share teaching ideas, and look at student work.	<i>Meets occasionally with colleagues</i> to share ideas about teaching and students.	<i>Meets infrequently with colleagues</i> to share ideas about teaching and students.
<b>Growth</b>	<i>Actively reaches out</i> for new ideas and engages in action research with colleagues to figure out what works best.	<i>Seeks out</i> effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can <i>occasionally</i> be persuaded to try out new classroom practices.	Is <i>not open</i> to ideas for improving teaching and learning.
<b>SCORE</b>				

## Evaluation Summary Page

Teacher's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Subject Area (s): \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

### RATINGS ON INDIVIDUAL RUBRICS:

<b>A. Planning and Preparation for Learning:</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does not meet standards</i>
Comments:			
<b>B. Classroom Management :</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does not meet standards</i>
Comments:			
<b>C. Delivery of Instruction:</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does not meet standards</i>
Comments:			
<b>D. Monitoring, Assessment, and Follow-up:</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does not meet standards</i>
Comments:			
<b>E. Parent Community Communication and Outreach:</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does not meet standards</i>
Comments:			
<b>F. Professional Responsibilities:</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does not meet standards</i>
Comments:			

**Overall Comments:**

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The teacher's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report)