



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: _____

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does not meet standards
Knowledge	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.
Course Outlines	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.
Unit Plans	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.
Assessments	<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.
Anticipation	<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.
Lessons	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.
Engagement	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.
Biblical Integration (Aboriginal Integration)	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.
Materials	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.
Differentiation	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> .
Environment	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.
SCORE				

Teacher: _____ Date: _____ Scheduled Visit: Yes No

B. Classroom Management

Overall Rating: _____

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does not meet standards
Expectations	Is <i>direct, specific, consistent, and tenacious</i> in communicating and enforcing very high student expectations.	Clearly communicates and <i>consistently enforces</i> 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.
Relationships	Shows <i>love, kindness, concern</i> 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.
Climate of Honour & Obedience	<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.
Christ-like Social Thinking	Implements the Gagliardi social thinking programs and has successfully developed <i>positive interactions</i> and social-emotional skills.	Implements the Gagliardi social thinking programs and <i>fosters</i> positive interactions among students.	<i>Minimally implements</i> the Gagliardi social thinking programs and often has to continually address issues and makes an example of "bad" students.	Has <i>not implemented</i> the Gagliardi social thinking programs and publicly berates "bad" students, blaming them for poor behaviour.
Routines	<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.
Responsibility	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.
Repertoire	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.
Efficiency	<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</i> loses 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.
Prevention	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.
Incentives	Uses a <i>highly student effective</i> system of incentives linked to <i>intrinsic</i> rewards.	<i>Uses intrinsic</i> rewards wisely to encourage and reinforce student cooperation.	<i>Uses extrinsic</i> rewards in an attempt to get students to cooperate and comply.	<i>Gives out extrinsic rewards</i> (e.g. free time) without using it as a lever to improve behaviour.
SCORE				

Teacher: _____

Date: _____

Scheduled Visit: Yes No **C. Delivery of Instruction****Overall Rating:** _____

	4 <i>Highly Effective</i>	3 <i>Effective</i>	2 <i>Improvement Necessary</i>	1 <i>Does not meet standards</i>
Expectations & Faith	<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 <i>little faith</i> to believe for it.</i>	<i>Gives up on some students as hopeless.</i>
Mindset	<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>
Goals	<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>
Connections	<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>
Clarity	<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>
Repertoire	<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>
Engagement	<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>
Flexibility	<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>
Closure	<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>
SCORE				

Teacher: _____ Date: _____ Scheduled Visit: Yes No

D. Monitoring, Assessment, and Follow-up

Overall Rating: _____

	4 <i>Highly Effective</i>	3 <i>Effective</i>	2 <i>Improvement Necessary</i>	1 <i>Does not meet standards</i>
Criteria	<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</i> (or figure out) what it takes to get good grades.
Diagnosis	Always 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.
On-the-Spot	<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 if 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.
Self-Assessment	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</i> <i>without</i> assessing and improving problems in their work.
Recognition	<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.
Interims	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.
Tenacity	<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.
Support	<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.
Analysis & Reflection	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.
SCORES				

Teacher: _____ Date: _____ Scheduled Visit: Yes No

E. Parent Community Communication and Outreach Overall Rating: _____

	4 <i>Highly Effective</i>	3 <i>Effective</i>	2 <i>Improvement Necessary</i>	1 <i>Does not meet standards</i>
Honour	<i>Constantly</i> demonstrates great sensitivity and dignity for family and colleagues.	<i>Regularly</i> demonstrates honour towards parents and colleagues.	<i>Tries to honour</i> student families but sometimes shows lack of sensitivity.	<i>Is often insensitive</i> to student families.
Believe for the Best	Shows each parent an in-depth knowledge of their child and a strong belief that their child will succeed.	Shows 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.
Expectations	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.
Communication	<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.
Involving	<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.	<i>Sends home 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.
Homework	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 many <i>students won't turn it in, and doesn't follow up</i> .
Responsiveness	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.	<i>Is 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.
Reporting	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.
Community	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.
Resources	<i>Successfully</i> enlist parent volunteers and extra resources from home and the community to enrich learning and the curriculum.	<i>Reaches out</i> to families and church community or other agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	<i>Does not reach out</i> for extra support from parents, or church community.
SCORE				

Teacher: _____ Date: _____ Scheduled Visit: Yes No

F. Professional Responsibilities

Overall Rating: _____

	4 <i>Highly Effective</i>	3 <i>Effective</i>	2 <i>Improvement Necessary</i>	1 <i>Does not meet standards</i>
Attendance	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.
Language	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.
Reliability	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.
Professionalism	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 student boundaries.	Frequently acts and/or dresses in an <i>unprofessional</i> manner and violates student boundaries.
Wisdom	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.
Above & Beyond	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.
Leadership	<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.
Openness	<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.
Collaboration	<i>Meets with</i> colleagues to share ideas, plan units together or analyze interim assessments.	<i>Collaborates with</i> colleagues to plan units, share teaching ideas, and look at student work.	<i>Meets occasionally with</i> colleagues to share ideas about teaching and students.	<i>Meets infrequently with</i> colleagues to share ideas about teaching and students.
Growth	<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.
SCORE				

Evaluation Summary Page

Teacher's Name: _____

School Year: _____

Subject Area (s): _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

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